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ABSTRACT

This guide is designed to aid social studies classroom teachers develop and implement programs using the community as a social sciences laboratory. The document describes how to prepare a social profile of the community. Based upon the Colorado System-Based Social Science Project which was sponsored by the National Science Foundation, the study aims to increase the options of youth in their home communities and in communities to which they might migrate. The document is presented in three parts. Part I presents background information on the system-based social science curriculum, stresses the need for a strong community-school relationship, and explains how to generate local curriculum guidelines. Part II outlines strategies for use in preparing a community social profile. Information is presented on clarifying the purpose of a community profile, specifying format, putting together a research and writing team, selecting research tools, and determining content. Part III, the bulk of the document, suggests a wide variety of learning activities and objectives related to children's awareness of values, social reality, social problems, systems, time and space, work and leisure, the future, and social science knowledge. The activities, which can be used without prior preparation of a profile, involve the students in analyzing historic documents, defining values, discussing parental and community attitudes, surveying class and community members, presenting oral reports on current issues, writing research reports on selected community problems, working with maps, and participating in the community. The appendix presents an outline of the Community Social Profile. (Author/DB)

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Constructing a Community System-Based Social Science Curriculum

by

John W. Muth

and

Lawrence Senesh

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John W. Muth, former Project Coordinator, Colorado System Based Curriculum Project (1975-76), Boulder, Colorado

Lawrence Senesh, Professor of Economics. University of Colorado, Boulder, Colorado

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PREFACE

In 1974, Lawrence Senesh, Professor of Economics at the University of Colorado and well-known developer of social science materials for elementary students, developed the idea of using the community as a laboratory to enhance the teaching of the social sciences. Senesh's idea grew out of his concern for children and young adults who need options for living in a number of communities during their lifetimes. What did they know about their own communities? Did they have a feeling of belonging? What did they know about other communities, especially those larger communities to which they might migrate? What economic, social, political, and historical ties existed among and between communities?

Senesh's idea became the basis for the development of the Colorado System-Based Social Science Project. Funded by the National Science Foundation, the project developed prototype Community Social Profiles, which included rich sources of social science information that could be used in planning and teaching a school social science curriculum. During the project Senesh and his able colleague, John Muth, worked with many teachers, school administrators, and community lay persons in using the Community Social Profiles for curriculum building.

This volume captures the essence of the project, particularly the creative, intellectual focus on making social science knowledge useful for students, and helps them become aware of their options for living. Senesh and Muth discuss the nature of a system-based social science curriculum, describe the development of community social profiles, discuss their use, and provide strategies for preparing a profile. The latter part of the volume, presented on yellow paper, includes a variety of exciting learning activities related to children's awareness of values, social reality, social problems, systems, time and space, work, leisure, the future, and social science knowledge.

As part of its effort to help educators stay abreast of the "cutting edge" we hope this publication will excite the reader and assist him or her in considering new directions.

James E. Davis
Associate Director, ERIC/ChESS
and Associate Director, SSEC

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Part I

A System-Based Social Science Curriculum

In April 1975, the National Science Foundation approved a planning grant proposal of the Educational Resources Center, Boulder, Colorado, for an 18-month development project called the Colorado System-Based Social Science Curriculum Project. The project was undertaken by staff members of the University of Colorado and the Colorado Department of Education. The common interest of the two institutions was to help to increase the options of youth in their home communities as well as in communities to which they might migrate and, at the same time, to help the young people grow roots in the communities where they might decide to settle.

The Colorado Department of Education also had a special interest: to make the accountability program passed by the State Legislature work. According to E. R. Howard, Director of the Accreditation and Accountability Service Unit of the Department,

> The Colorado accountability program recognizes local autonomy by calling on local districts to develop their own goals and objectives. It requires only that the district involve representatives of the people, through membership in accountability committees, as the district develops its own plans for improving instruction. It assumes that the teacher-learner relationship is a very personal one; that teaching and learning are human, creative acts; that all pupils do *not* need to learn the same things; and that the curriculum must be flexible so that individual differences can be accommodated. The Colorado program recognizes that communities are different, that there is more than one educational philosophy afoot in the land, and that parents do *not* all expect the same results from their schools. (Speech by Eugene Howard, Colorado Department of Education Accountability Coordinator, before the Project's Advisory Committee, February 1976.)

The project was seen as a way to help make schools accountable to the people in diverse local communities.

During the 18-month duration of the program, the Educational Resources Center, the University of Colorado, and the Colorado Department of Education worked in close alliance to identify communities to develop "Community Social Profiles," to train school administrators and community

leaders to use the profiles in educational decision making, and to train teachers to translate the profiles into classroom applications.

The project and its products* gained not only community and statewide support but also nationwide attention. Innumerable requests for publications and for consultation have been received. Communities suddenly have recognized that our schools, with or without legislation, have always been accountable to the people. Members of the communities are literally shareholders in the local school systems. Many conscientious members of the community recognize that, as the educational process gets more and more complex, citizens need more information and better tools to identify educational goals for their children. The Colorado System-Based Social Science Curriculum Project offered such tools in the form of Community Social Profiles and curriculum guides based on the profiles. This project was dedicated to the idea that schools serve the people, that the people of a community have the right to shape their own institutions, and that knowledge of the community is necessary in order to make intelligent decisions.

The purpose of this publication is to describe the philosophy underlying the project, the design of the Community Social Profile, the procedure for preparing a Profile, and the techniques of training community leaders and educators to translate the Profiles into educational goals and classroom learning.

It is hoped that this publication will stimulate other communities to develop their own community system-based curricula. It is also hoped that it may inspire private foundations or governmental agencies to support the development of a national model for community-based curricula.

In the pages that follow, we first describe in general terms the development of community-based social science curricula using the Community Social Profile. Then, in Part II, we present guidelines for preparing Community Social Profiles. Finally, in Part III, we describe numerous

*One Community Social Profile has been put into the ERIC system: *Rocky Ford: A Community Social Profile. Colorado System-Based Curriculum Project* by Lawrence Senesh and others (ED 134 497). The Profiles that were prepared for the North Fork Valley and Pueblo, Colorado, have not yet been put into ERIC. In addition, a series of position papers (Senesh et al., The Colorado System-Based Curriculum Project: Position Papers, ED 130 924) may be found in the ERIC system.

learning activities that students can do using their community's Profile as a basic data source.

Statement of the Problem

Our society today is highly mobile in both time and space. There is an ever-increasing gap between the rates of change in the society at large and in school curricula. By the time young people leave high school, much of the knowledge they have acquired is obsolete.

It is a frightening thought that by the time they are 30, today's first graders will have entered a new millenium. Today's high school graduates will be 40 by the year 2000. One can assume that during the interim, changes of considerable proportion will have taken place. The magnitude of change can be envisioned if one recalls the change and events that have taken place in the past 40 years: We have experienced a Great Depression. We have fought three major wars. We have seen the destruction and reconstruction of western Europe. We have witnessed the birth of atomic power and of more than 50 new national states around the globe. We have defeated Nazism and Facism in Europe and lived through the period of McCarthyism. We have watched the tragedies of assassination and scandal shake the Presidency. We have sent astronauts to the moon and conquered dreaded diseases such as smallpox and polio. And suddenly we have been warned that we are crossing the threshold from a world of abundance into a world of scarcity.

Communities are changing over the course of time. National wilderness areas are rapidly becoming mining and lumbering communities. New towns are growing in areas where mountains have been moved to produce oil from shale. Ever-increasing technology is polluting our rivers and lakes and fouling the very air we breathe. Small trading towns are dying. Mined-out areas are becoming ghost towns or ski resorts. Many rural communities and small towns are being swallowed by the expanding megalopolis. Residential neighborhoods are becoming ghettos. These are events within the time dimension to which youth is exposed. The new challenge for education is to anticipate the future and prepare today's youth for the 21st century. This is what we mean by mobility through time.

The spatial mobility of our society is a result of the uneven distribution of economic growth throughout our country. Every day thousands of people leave rural areas and migrate to big cities. What these people find is that our country is not a melting pot. Rather, it is a bewildering kaleidoscope of values and lifestyles, and rural migrants may find the urban environment in conflict with their values, their training, and their customary way of life.

Among the migrants are millions of young people, many of whom are squeezed out of small communities and many of whom are attracted to large communities by better job opportunities or by the "bright lights." Thousands of small communities are losing their young people to the big cities in a steady flow. The Chamber of Commerce of one small town reported that the general opinion of their town's young people was that there was nothing in the town to be proud of or excited about. Thus, youth are often eager to leave their home community as soon as they have left school. At the same time, such young people arrive in the big cities unprepared and urban communities do not usually have any special means of helping those seeking a new or better life-style.

At the same time that some people are migrating to the cities, others are migrating away from them. As the wilderness becomes industrialized, technicians and their families from urban areas move into nonurban environments to build pipelines or work mines. As urban communities fail to meet challenges, they create "refugees" who seek a better quality of life in nonurban communities. For instance, as large industries seek a better environment for their employees or cheaper labor costs and lower operating expenses for themselves, they may move from urban to nonurban communities. Some of the urban-to-rural migrants are young people seeking rural life without a knowledge of its advantages and disadvantages. They are tempted by romantic idealism, for example, to purchase farms, knowing nothing about the economic difficulties of farming, the skills required, and the farmer's place in the community. Many of the migrants away from cities are young people who have made the move with their parents. Often they are frustrated in their new surroundings because of the lack of big-city activities and because their habits do not allow them to take advantage of community resources or to mix comfortably with their new acquaintances.

Thirteen million U.S. families change their residence every year. Of these, 25.5 percent are moving to a new job, 11.1 percent are looking for jobs, 7.6 percent are being transferred by their employer to a new location, and 18.9 percent are moving due to military service or for easier commuting (Miller 1977). In these migrations toward and away from urban centers, migrants find themselves faced with communities different from the ones they left. Communities are endowed with different resources, exposed to different rates of change, and furnished with different facilities to respond to change. Communities in different stages of economic development, with different social complexities and with different rates of change generate movement of goods, ideas, and, especially, people. This perpetual interaction makes up a system of communities. The nature of this interaction must be stressed as part of the learning experience of our youth.

The responses to movement through time and across space vary from institution to institution and from culture to culture. The functions of the family, for example, change at different rates in different communities. The degree of friendliness and neighborliness is different in suburban and ghetto communities. Responses to new ideas and to changes are not the same in a Chicano community as in an Anglo community. The relationship of the Native American to his environment differs sharply from that of the Anglo. How a small community faces the future will differ from the way a metropolitan area faces the future. The list of examples is endless; there are only a few of the differences that people experience as they move from community to community.

This mobility through time and space is costly to Americans both as individuals and as a society. The risk of mobility through time is obsolescence. Students with highly specialized or limited educational background are not prepared to keep up with the changing demands of the labor market. The result is unemployment and underemployment, loss of income to the individual, and increasing welfare burdens to society. The risk of mobility through space is geographic maladjustment. The youth who has grown up in a rural or suburban area cannot face the complex economic, political, and cultural dimensions of urban life. These maladjustments may contribute to increasing urban crime and, again, to increasing welfare burdens of urban society. We must develop a curriculum

that helps young people cope with these dimensions of mobility; otherwise, obsolescence and maladjustment destroy the relevance of their learning and damage their ability to function at full potential. After all, we cannot eliminate changes in time and space. But we can help our young people become aware of these changes and how these dislocations can affect their future lives. Providing this help creates a special problem for and a serious challenge to educators.

The Need for Community-School Partnership

The community and the school system can work together to help youth face the challenge of mobility through time and space. The partnership between school and community is an American heritage which has produced a grassroots curriculum.

Not long ago, the community played a direct and important part in the education of youth. Employment skills were gained from active apprenticeships in the trades. Children learned directly the skills and businesses of their parents. Young people learned the operation of the economic system through participation in it. They learned the operation of the political system through observation of a local government that had a much more visable role in the community than is often the case today. The homogeneous nature of the community contributed to social cohesion; cultural consensus was not difficult for young people to observe; and generally, change occurred slowly enough that personal adjustments to it could be made.

Since World Wars I and II, however, science and technology and the trends toward greater equality and justice have changed the simple, homogeneous community life. Also, business and industry are demanding a better-educated work force, and the economic life of even the smallest community is affected by global events. This country's political system has also become more complex during this time. Government has become bigger, and it participates more actively in problem solving and in the identification of priorities on every level. Citizens must have a better knowledge of how to become a part of the political process and how to identify local and national priorities. In some communities, people previously little involved in community activities, including youth, women, and ethnic minorities, want to participate in the economic, political, and cultural process. Conflicts are surfacing as the latent forces are becoming visible.

In other communities, political apathy maims political decision making. The mayor of a small town complains, "You can sit there and almost get on your hands and knees and beg people to come out to a city council meeting to just let us know their interests. People just don't come." In apathetic communities, democracy and freedom are dying on the vine.

With the high degree of spatial mobility in the United States, communities have been invaded by newcomers and new ideas. These new people and ideas disturb the homogeneous culture of the community, generating conflicts and the need for conflict management.

In the past, the schools have been one of the institutions communities looked to for help in dealing with such problems. The social studies curriculum has been and should be one important element in this. Unfortunately, the concept-oriented social science curriculum, as it is taught today, has largely lost contact with real life. For instance, many schools teach economic principles that have little reference to immediate social realities. Students may be exposed to employment theory, but they cannot identify the economic base or employment opportunities in their own communities. Civics courses describe general political institutions but the students never have contact with the political process in their own communities. A course on the cultural system of the United States is limited to a description of customs and beliefs, with no reference to how customs and beliefs affect decision making and group conflicts within various communities. The social science curriculum as it is taught today, then, *separates* students from the realities of their own communities. Such a practice produces a "cut-flower" civilization--one that has lost its roots.

This cut-flower civilization has been reinforced by many adults' attitudes toward youth. They accuse young people of not staying on the job or of not believing in the old-fashioned work ethic. The gap between youth and community has been deepened in recent years by high unemployment among teenagers. Among white youth, unemployment varies between 15 and 20 percent; among black youth, between 35 and 50 percent. Minimum wage legislation, although needed, is said to contribute to this unemployment. Without work, youth loses self-esteem. The gap between youth and

the community has been widened by youths' attitudes toward work. Today, jobs are not enough. In 1970, working people under the age of 20 were asked, "How often do you feel you have done something well?" Only 23 percent of this group said, "Very often" (*Work in America* 1973, p. 45). Youth admit to less satisfaction with jobs today because there is considerable disparity between expectations and realization. Youth say also that they care less for competition and more about self-expression and individual standards.

In summary, the grassroots curriculum, in which schools, homes, and communities were in close partnership to prepare youth for adulthood, was an American heritage. This task of preparation for adulthood was increasingly shifted away from the homes and communities to the schools. It became the task of the schools to prepare young people to face an increasingly complex community. This has been caused by the growing political awareness of hitherto politically irrelevant members of the society and by the increasing interdependence of the community and the rest of the world.

The schools generally have not lived up to this challenge. The curriculum, especially the social science component, has not related the student to the community and to the important issues of the nation and the world. Youth, through the school curriculum, has been cut off from social reality. Citizens have become aware of the detachment of youth from the community. Many times they have blamed the schools and demanded greater accountability. In over 35 states, accountability legislation has been introduced and passed. The accountability programs reaffirm the traditional grassroots concerns by demanding that the educational goals pursued by the schools be based on the consensus of the community. Accountability programs, in giving a mandate to citizens advisory committees, seek to develop curricula that are rooted in the soil of the community.

The Community Social Profile System

The Community Social Profile System is one educational tool that can help accountability programs carry out their mandate. In states without accountability legislation, the Community Social Profile System can help to establish a new and stimulating partnership between the schools and the community.

The Community Social Profile System is based on a set of documents called Community Social Profiles (CSPs). A CSP is a concise, clearly written description of the social system of a community. The Community Social Profile System employs profiles of the home community as well as profiles of communities to which the young people of the community are likely to migrate. The System is designed to help answer various questions of youth in a particular community, such as, What makes my community tick? Should I stay in my home community? How has my community changed during my parents' lifetimes and my own? What are the reasons for these changes? Do the changes increase or decrease my options? Is there an occupational niche in my community that I would like to occupy? How do I get the necessary training? Must I leave the community to prepare for this niche? How can I best use my talents to make my community a better place to live in? What are my chances in other communities? How can I prepare myself to occupy a meaningful position in other communities? What is the future of my community and the other communities in which I may settle down? What are the costs and benefits of moving away and staying?

Community profiles may be prepared by the social science faculty of the school system in the community together with the junior and senior high school students. The schools may call on local representatives of agriculture, labor, business, government, and education for information.

A CSP deals with five different dimensions of the community's life. The first dimension reflects the *physical environment* of the community. It describes the topography, climate, and natural resources of the community. It shows how these resources have shaped the destiny of the community.

The second dimension reflects the *history* of the community. It reviews those factors that have generated the waves of settlement and changes caused by science and technology and changing value preferences.

The third dimension introduces the *economic aspects* of the community. It describes the economic base of the community. The economic dimension of the CSP identifies the economic issues in the community and describes their significance. It shows the relationship between the economic issues and the economic future of the community. It presents the economic ability of the community to absorb youth into the local labor market. It presents the economic future of ethnic groups. And, finally, it helps to

answer questions such as, What are the options of young people who stay in or leave the community? How do youth appraise their own future?

The fourth dimension of the social profile deals with the *political structure and processes* of the community. This dimension describes the distribution of political power and its effect on policy making, distribution of welfare, and justice. It analyzes relevant political issues, the community's response to these issues, and the attitudes of minority groups toward the issues. This dimension also describes the involvement of local youth in the political process and presents the role of the community and the local government in planning for the future.

The fifth dimension of the social profile is the *cultural view* of the community. This dimension applies primarily the analytical tools of social anthropology, sociology, and social psychology. It analyzes dominant and minority value commitments and the impact of these on the individuals, families, business, education, career choice, mobility, and the support for art, music, and theater in the community. It shows the relationship between value preferences and achievement, competition, cooperation, crime, and poverty in the community. It shows the impact of the different sources of learning (family, school, peer groups, and mass media) upon the personality. It also shows the relationship between the values of the youth and the norms of the community and the resulting conflicts.

A CSP includes supplementary readings. One component is a collection of supplementary readings compiled from interviews, newspaper articles, and historical documents. The readings present the thoughts of youth and their parents, oldtimers and newcomers, rich and poor, Anglos and non-Anglos, blue- and white-collar workers, farmers and craftspersons, professionals and business persons--all of whom have something to say about the community. Some of them speak of opportunities and limitations. Some have hopes and others have experienced frustrations. Some complain of the limited vision of community leaders. Their views vary depending on their economic, political, and cultural roles.

Another is made up of supplemental readings about migrants coming to big cities or to rural areas. These stories are prepared from information collected by students tracing the footsteps of a random sample of

graduates of their schools. These data are collected from school records, and personal interviews with the graduates, their friends, and their parents. These stories reflect a wide spectrum ranging from brilliant success to dismal failure. They give students an opportunity to analyze the quality and appropriateness of the decision-making process that led to choices in either success or failure.

The Community Profile is always an unfinished document. Citizens, educators, and students must be involved in polishing the document from month to month and from year to year. Their task should be to put facts and opinions into clearer focus and to keep the Community Profile up to date so that it will stimulate the social studies curriculum to meet present needs.

A social science curriculum based on the Community Social Profile System helps youth increase their options. It enables them to envisage their present and future within the community or in any other community where they may settle. Such a curriculum is an important tool not only for rural and small-town youth, but also for young people living in urban areas.

The Use of the Community Social Profile

The Community Social Profile is a useful tool for educational decision makers because it shows how the forces inside and outside the community affect the well-being of community members, rich and poor, young and old.

The educational decision makers may be boards of education, educational accountability committees, and, in some cases, voluntary citizen advisory groups which are formed to help shape the curriculum of the school system.

The Community Profiles can be used by any or all of these groups in the following progressive stages.

State One. A citizens group (school board, accountability committee) study the CSP and related materials. The group may invite resource persons (1) to explain and elaborate on the Profile, (2) to check its accuracy, and (3) to ascertain community reactions to the Profile. The study of the Profile may take ten weekly sessions.

Stage Two. The citizen group amends the CSP. Members of the community should remember that the Community Profile is simply a mirror in which the community's image appears. Some people may object to the image they see in the Profile; the mirror may seem warped and create a distorted image. If this is the case, inaccuracies which create the warp in the mirror must be corrected so that the image reflected is an accurate one. If there are sharp differences of opinion concerning the accuracy of the Community Profile, community members may express their differences as footnotes or as dissenting views in the appendix.

Some people may object that the image of the community revealed in the Community Social Profile is accurate but shows blemishes within the community itself which would have remained invisible without the aid of the mirror. In such cases, community members may wish to contribute statements on social problems within the community that need to be corrected by community action.

During States One and Two, the citizen group will develop a comprehensive image of the evolving community and discover how the community's past, present, and future affect the personality and the destiny of youth in the community.

State Three. The citizen group will identify educational goals of its community, using the Profile as a basis for generating local curriculum guidelines. For instance, the following set of goals might be developed:

1) Students will develop greater community awareness, increasing their personal options and improving their sense of citizen responsibility.
2) Community study will be a part of the social studies curriculum at all grade levels, K-12.
3) To make learning more meaningful, the academic program must be combined with community work experiences commensurate with the special talents of the students. This combination of school and work experiences will excite students to prepare themselves for the future.
4) To make learning more meaningful, the community will be used as a laboratory for learning.
5) The school administration will maintain records of graduating students' educational and occupational choices to assist current students in examining future options.

6) Schools will increase student awareness of the forces that generate change in the community and in the rest of the world and how these uneven rates of change affect the options of youth in the home community and in other communities.

7) Students will become aware that changes create inevitable conflicts within the individual, between individuals and groups, and between the community and the rest of the world. Students should become more aware that some conflicts are beneficial and some are harmful and that they can learn to manage these conflicts.

8) Schools will help students develop awareness of how changes affect the quality of life.

9) The schools and the community will help students realize that each generation has its unique experiences. Schools and community must help students relate to an older generation, which has experienced rapid change, adapting to technological innovation and to rapid social and economic changes accompanying depression and war. To understand the older generations, students must be aware of the dynamic outlook for the future that accompanied innovation and change and of how such experience differs from their own sense of a static future, generated by their experience of a static past.

10) School systems will build a bridge between national social studies curricula and their communities.

11) The Community Social Profile will be fully utilized in the K-12 social studies programs.

12) Students will be trained in the skills of developing and updating a Community Social Profile.

13) The school system will work cooperatively with the community to develop student awareness of other communities, in order to assist their adjustment to the trauma of dislocation.

14) The student's goal awareness as an individual and as a citizen will be developed, and he/she will be taught how to weigh goals in terms of costs and benefits. Many goals cannot be measured in monetary terms.

Stage Four. Dialogue opens between the citizen group and the school system concerning educational goals. The school system will identify those

goals that are already in the process of being implemented, those that are accepted but not implemented, and, finally, those that offer a new challenge to the educational system. Out of this dialogue will come a document, "Educational Goals for Individual and Social Competence."

Stage Five. Social Science Curriculum Committees translate educational goals into K-12 curriculum goals. For instance, the following curriculum goals might be developed:

1) The curriculum should increase the insight of students with regard to the operation of the economic, political, and cultural systems of the home community.
2) The curriculum should increase the insight of students with regard to the operation of the economic, political, and cultural systems in the complementary communities.
3) The curriculum should improve the choice-making capabilities of youth in terms of migration and settlement.
4) The curriculum should enable the student to weigh the costs and benefits of future career and residential choices.
5) The curriculum should help students gain better insight into the future.
6) The curriculum should increase students' self-awareness as individuals and as citizens.
7) The curriculum should increase students' abilities to adjust to changes in time and space.
8) The curriculum should help increase students' abilities to behave appropriately in social situations of different complexities.
9) The curriculum should help to give students insights as to whether social conditions (economic, political, and cultural) are improving or deteriorating.
10) The curriculum should help explain how the dominant values shape the culture of the community, how they affect social cohesion, and how they advance or hinder conflict resolution.

Stage Six. Teachers translate curriculum goals into classroom activities that help to move students from scattered insights to systematic awareness and help to develop students' competence for action in the present world they inhabit and the future world they will help to create. Such classroom

activities should promote student awareness in the following areas: value awareness, social reality awareness, problem awareness, system awareness, spatial awareness, historical awareness, work awareness, leisure awareness, future awareness, and knowledge awareness. (Discussion of the nature of these awarenesses and descriptions of classroom activities for promoting them may be found in Part III. The activities are not grade-related; most of them can be adapted to any grade level.)

The diagram on the following page summarizes the uses of the Community Social Profile.

The System-Based Curriculum as A National Model

In Colorado, prototype Community Social Profiles have been designed that eventually may serve as the beginning for development of a national model or set of national models.

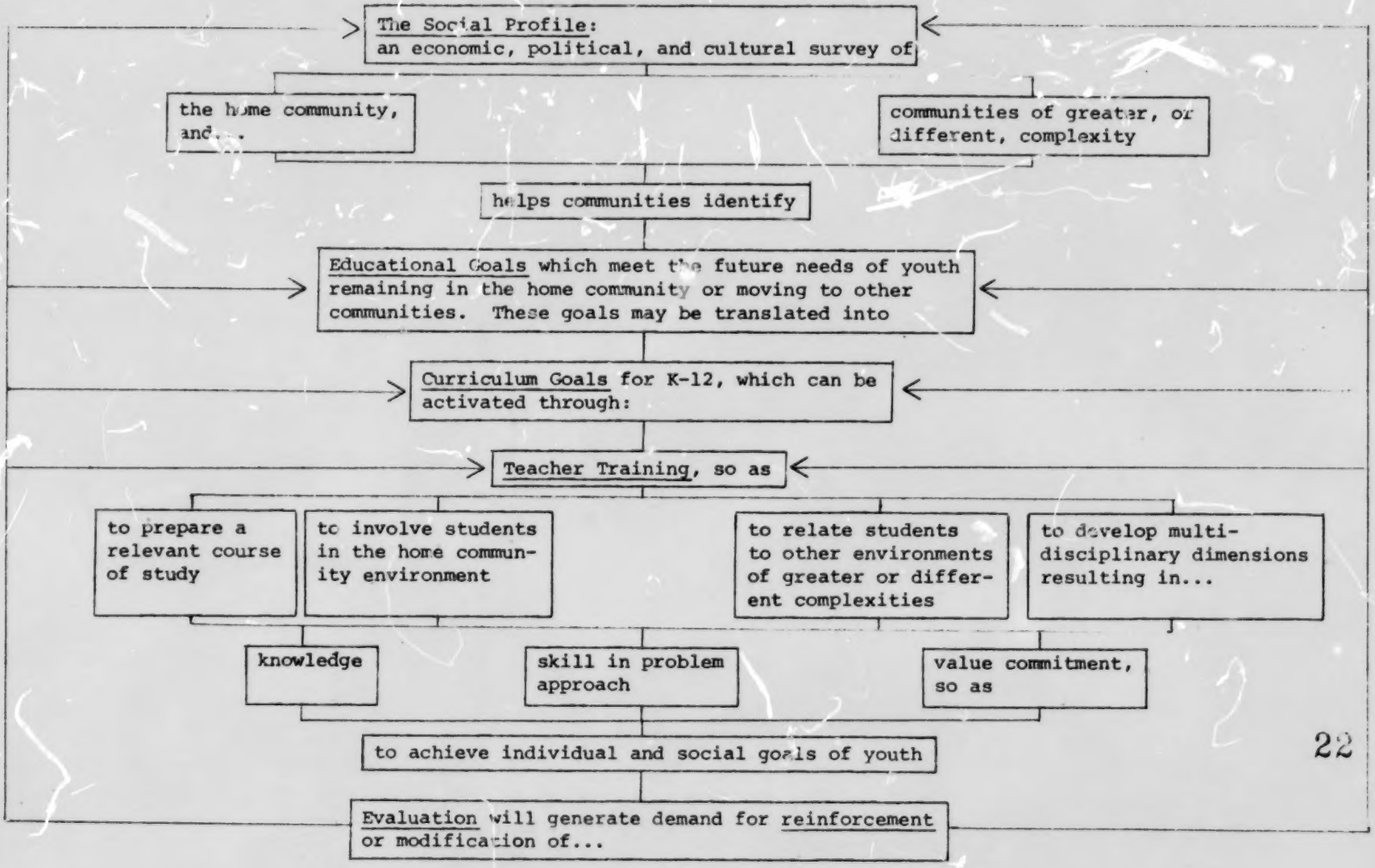
To develop a national model or set, it is important that communities throughout the United States experiment with Profile development and use. To achieve this goal, an agency may have to be established to promote dialogues and coordinate the projects.

A variety of models, each representing a different type of community, should be developed. Communities of the United States may be classified according to urban, rural non-farm, and rural farm communities. These communities may be growing, static, or declining. Within these categories most of the U.S. communities could be classified according to their economic bases. As few as ten to 15 categories could cover most of the U.S. communities. The following are examples:

--communities with diversified manufacturing and trading
--communities with single durable goods industry and trading
--communities with large wholesale and retail trading
--communities with an economic base of knowledge industries, including education
--communities with an economic base of defense
--communities with an economic base of cash grain farming
--communities with a subsistence economic base
--selected communities designated as Standard Statistical Metropolitan Areas of 1,000,000 and over, acting as magnets for settlement, such as

Figure 1.

Uses of the Community Social Profile


The Social Profile:
an economic, political, and cultural survey of
the home community, and...
communities of greater, or different, complexity
helps communities identify
Educational Goals which meet the future needs of youth remaining in the home community or moving to other communities. These goals may be translated into
Curriculum Goals for K-12, which can be activated through:
Teacher Training, so as
to prepare a relevant course of study
to involve students in the home community environment
to relate students to other environments of greater or different complexities
to develop multi-disciplinary dimensions resulting in...
knowledge
skill in problem approach
value commitment, so as
to achieve individual and social goals of youth
Evaluation will generate demand for reinforcement or modification of...

Atlanta, GA
Baltimore, MD
Boston, MA
Buffalo, NY
Dallas-Fort Worth, TX
Detroit, MI
Kansas City, MO
Los Angeles-Long Beach, CA
Minneapolis-St. Paul, MN
New Orleans, LA
New York, NY
Newark, NJ
Philadelphia, PA
Chicago, IL
Cincinnati, OH
Cleveland, OH
Columbus, OH
Denver-Boulder, CO
Houston, TX
Pittsburgh, PA
Portland, OR
St. Louis, MO
San Diego, CA
San Francisco-Oakland, CA
Seattle-Everett, WA
Washington, DC

--Besides metropolitan areas, there are other nodal points which stimulate migration. These places must be identified in relation to the home community.

The coordinating agency of the national model must rewrite the experimental social profiles in such a way that the strongest features of the model are emphasized while those details that are irrelevant to national application are ignored. Such a streamlined style can serve as a model for other communities with similar economic, political, and cultural features.

When the full set of national models is finally developed, each school system will be able to select a model that most closely matches the home community and use it as a blueprint for developing a CSP which will reflect the unique features of the home community. Each school system will also be able to choose three or four models for communities of complexities different from the home community--communities toward which youth from the home community might migrate. Thus, the national models can be used to explore the nature of types of communities surrounding the home without having to develop Profiles for those unique communities within the region.

Part II

Strategies in Preparing a Community Social Profile

Part I of this paper explained the rationale of a community-based social science education program using as its foundation a document known as a Community Social Profile (CSP). The CSP can be a valuable tool for bringing about a community-school partnership in the classroom. It can provide a new dimension to social science education and add a new depth to the curriculum. Yet, as in all innovative endeavors, it is not enough simply to commit teachers and students, a citizens group, or even trained professionals to the task of assemblying a CSP. Preparing a CSP is a task demanding careful advance planning and a clearly defined notion of what the finished product will be. Without this, those preparing the CSP are likely to find themselves with an accumulation of facts, statistics, and personal interviews, but no idea about how they all fit together.

What follows is a summary of the process through which a CSP may be compiled. It includes discussion of the process of agreeing upon the purpose and basic content of the CSP, of the theoretical foundations underpinning the profile, and of specific problems that may be encountered in developing a CSP for any community. (The Appendix to this paper provides a detailed, step-by-step guide for making content decisions for the CSP and provides a verbal picture of what a completed CSP contains.)

Clarifying Purposes

The purpose of a CSP is different from community surveys that provide information about particular issues or segments of the population. A Profile is designed to provide teachers, school administrators, and citizen advisory groups with information they need for sound educational decision making. School administrators may use the Profile to plan for future educational needs and even prepare long-range budget forecasts. School boards may find the document useful in planning for future school bond issues. Citizen advisory groups may find it helpful in seeing the school's role in the community more clearly and in making recommendations for improving the school's responsiveness to community needs. In some states,

these groups can use the CSP to aid in their legislated responsiblity for defining curriculum objectives as part of the educational accountability process.

In addition to the CSP's role in educational decision making, it has a direct role in educating--and in helping students with personal decision making. Teachers can use the Profile to provide their students with a social science education that has clear local relevance. Students can thus learn how to become active participants in their community's social system and can better evaluate their own personal options in regard to remaining in the home community or migrating to other communities.

These are the ultimate outcomes a local community should expect its CSP to address. Therefore, the basic framework of the CSP will be similar from community to community. However, important modifications to the basic model can and should be made when they make the finished product more useful to the schools, the community, the teachers, and, ultimately, to the students themselves. A variety of functions other than those mentioned above might be served by a CSP so modified. For instance, although the CSP is not a marketing survey, it might be useful to businesses that are concerned with the marketing potential of new products or to companies considering a move to the area. Although the CSP is not a comprehensive planning document, it might be helpful to city administrators in their efforts to identify and clarify the community's needs for governmental services. Or, the CSP could provide a valuable, comprehensive survey of the community's social system to augment specialized reports and studies undertaken by other groups.

Ideally, all segments of the community should participate in the planning process for the CSP. Broad participation would insure that issues of special community interest and concern that might otherwise be overlooked are included in the finished document. In this way, the CSP would become a resource with applications reaching beyond the educational system itself. When the purposes that the CSP is intended to fulfill are clarified at the outset with full community participation, those preparing the CSP will find their task much easier.

Specifying Format

A second part of the planning process in CSP development involves clarifying a conception of what the finished product will look like in regard to style and form. Guidelines for researchers and writers to follow in preparing a CSP might include the following:

1) The CSP should be *readable*. That is, it should be understandable to a wide reading public in the community, written in such a way that it becomes an enjoyable and informative reading experience, rather than a difficult and tedious task.
2) It should be *concise*. About 200 to 250 pages are suggested, although the length will vary depending on the size and social complexity of the community being studied. However, the CSP must present its material in a manner that focuses on key issues and avoids wordiness.
3) It should be *analytical, but not overly technical*. Technical material, when included, must be explained in simple and understandable language. Moreover, the style and language used throughout the CSP must be such that it allows lay readers to understand social science concepts and analysis.
4) It should be *well organized*. Careful attention to the table of contents, chapter headings, and the extensive use of descriptive subheadings will enhance the document's usefulness as a reference and teaching tool.
5) It should be in a *usable form*. A Profile punched for a ring binder has the advantage that sections may be copied for special use by students. Whether the Profile itself is prepared for a ring binder or is permanently bound, other CSP materials, such as classroom activities and appendices, should be in a loose-leaf format for easy access by teachers and students.

Putting Together a Research and Writing Team

Few school districts can afford the expense of hiring a team of social scientists to prepare a CSP for their community. Even if funds were available, there are at present few social scientists with specific training in CSP construction for educational purposes who could undertake the

task. The chief responsibility for the preparation of the CSP must lie with the schools and the community themselves. Several options present themselves in this regard:

1) Local college students may be used as data collectors, under the supervision of local college or university social scientists. If a close alliance exists between the local public schools and local institutions of higher education, a cooperative venture may be undertaken for CSP development, with students' work as data collectors receiving college credit in special social science courses.
2) Social science teachers in high schools may, with the help of guidelines and manuals prepared by social scientists, conduct special courses for selected high school students who may serve as data collectors. At this writing, the preparation of detailed guidelines for using high school and college students in the preparation of a CSP for the Ogden, Utah, area in association with Weber State College is underway.
3) In some communities, interest may be such that community service groups may be willing to devote members' time in a cooperative effort to gather data for a CSP, under the supervision of social scientists in the community.
4) After data has been collected, professional social scientists or social science teachers and curriculum specialists may be used to write the CSP in final form. Alternately, local newspaper reporters with a solid grasp of the community's social structure may, with supervision, be enlisted to prepare the final document. In some cases, college students and advanced high school students may, with supervision and assistance, contribute to the writing of the CSP.

The participants involved in the preparation of the CSP may include high school and college students, teachers, professional social scientists, and interested members of the community or community groups, depending on the human and financial resources available to the school and the community. Any staff, however, must begin its work with a well-defined vision of what the CSP should contain. This involves a perception of what kinds of data to include in the CSP and how to structure that data in a meaningful way.

Selecting Content and Structuring the CSP

The most difficult task in constructing a CSP is answering the simple question, Should this material be included? Typically, even in small communities, researchers will find that a great deal of information about the community is available. Statistics of all kinds are available from government census reports. Transcriptions of tape-recorded interviews may run into hundreds of pages, and special reports from many sources may provide an overwhelming data base. Outlines containing specific questions to be answered can and should be used to help define relevant content and to avoid the temptation to include material in the Profile simply because it is readily available. Even outlines, however, will not always answer questions about content selection, especially when valid attempts are made to adapt generalized outlines to portray the unique personality of the community. Fortunately, there are some guidelines that can direct decisions on content and provide balance to the CSP.

Community surveys are not new to education, and surveys of different kinds have been used for many purposes. Surveys have been conducted to assess the need for community education programs (Bedggood 1975), to identify appropriate directions for vocational training (Allred and Myers 1973), to evaluate continuing education (Brooks 1972), and to provide a gauge of public opinion useful to school administrators (Conway et al. 1974).

Designing a system-based social science curriculum, however, requires a broader view of the community than surveys such as these can provide. Community researchers interested in a comprehensive social survey of their community would do well to refer to Roland Warren's *Studying Your Community* (1955), which provides a series of questions that can be asked regarding such topics as the community's economic life; government, politics, and law enforcement; housing; recreation; and intergroup relations. Although this guide to community surveys is somewhat dated, it does provide some very helpful ideas for generating questions about the community and its subsystems. Another helpful source that views the community as a system is *The Community: An Introduction to a Social System* by Irwin T. Sanders (1966). Sanders takes a more theoretical approach to the community,

explaining its social system from a sociological perspective.

Even more theoretical in its approach to the community as a social system is Roland Warren's *The Community in America* (1972). Here, Warren presents in a concise and readable fashion a generalized framework that can be adapted for use in preparing a CSP. This framework can be of great usefulness in organizing the content of the CSP and in showing the interrelationships among the various components of the community's social system. Warren approaches the study of the community first from the perspective of the functions that the community social system must perform; second from the perspective of the various social structures or social units that perform these functions; and, finally, from the perspectives of the delegation of these functions to social patterns within and outside of the community. Warren does not provide an outline for a CSP. (Such an outline is presented in the Appendix to this volume.) Rather, Warren provides a conceptual framework that can be adapted to provide an overall image of the community as a social system. The adaptation of his work can help CSP researchers to answer two very important questions: What is meant by "viewing the community as a social system"? and, What kinds of relationships should I look for as I gather and assemble data for the CSP?

A Conceptual Framework for Viewing the Community as a Social System

Any community is a bewildering maze of families, organizations, businesses, industries, and governmental units, each with their own goals, values, and methods of operation. In order to cut through this maze and understand the relationships between these building blocks of the community, some sort of model is needed to provide a pattern for understanding the social system. One way to understand the community as a social system is to identify the functions that any community must perform if it is to survive as a social system. Warren has identified five major functions that any viable community must perform:

1. A community must perform the *production-distribution-consumption* function. That is, it must provide opportunities for the production of goods and services, the distribution of goods and services to community residents, and the consumption of these goods and services. This function is often thought of as the prerogative of the business community, which provides jobs leading to the production of goods and services, the distribution of these through the market mechanism, and their consumption by families and other businesses within or outside of the community. However, other social units in the community perform this function as well, though in different ways. Family members perform services for one another that are distributed within the family on a sharing basis; voluntary non-profit organizations provide goods and services to their own members and others in the community often in the form of gifts or donations; and local government units provide goods and services that are supported by taxes and fees. Thus, the production-distribution-consumption function is performed by many social units in the community.
2. *Socialization* is the process by which members of the community are led to accept the values, norms of behavior, and predominant attitudes of the community. In the past, this process was carried out primarily by the family and the church. Today, the socialization process is in large measure the responsibility of the school. While the socialization process is especially important for children, all community members undergo a continuous socialization process throughout their lives, as co-workers, fellow club members, and formal government policies and regulations influence people in ways that encourage their conformity with the traditional values and behaviors that correspond to their individual and group associations within the community.

3. *Social control* is closely associated with socialization in that it provides the mechanisms for enforcing community norms and values. The ultimate source of power for social control lies with state and federal governments and laws, and to a lesser extent with local governments and their ordinances. The agents of this kind of formal social control, such as the police force, the courts, and local penal institutions, are usually located in the community itself. Less formal kinds of social control are found in family and neighborhood groups, voluntary organizations, churches, and businesses, where approval or disapproval of an individual's actions may lead to conformity with group behavioral expectations.
4. *Social participation* is a function that provides for the interaction of individuals with one another. In a complex social system, people interact with one another in a wide variety of contexts. They act as family members, neighbors, workers and supervisors, members of churches and other voluntary associations, and citizens. In each context, the individual holds a position, such as father, mother, or child, foreman, church member, and voter. Each position carries with it a role, or expected behavior, that is appropriate to that position. It is through occupying positions in various social units that social participation takes place.
5. Allied with the social participation function is that of *mutual support*. This is provided when individuals and social units depend on one another in carrying out their roles as community members. Families are especially important in their regard, providing a free exchange of goods and services and fulfilling emotional and socialization needs. Neighbors and voluntary organizations provide this to a lesser degree. Businesses and government agencies provide mutual support to one another and to other social units, as they provide goods and services to families and to one another, and receive from

other units the labor force, profits, and taxes they need to operate.

It is clear that these functions necessary for the continued viability of the social system are carried out by different social units in different ways. All of these social units have already been mentioned, but they may be listed and clarified:

Individual and Families: These comprise the most numerous kind of social unit. They include single individuals, and families of a variety of size and structure, including extended families.

Neighborhoods and *ad hoc* informal groups: Neighborhoods may be considered as social units only if some degree of "neighboring," or social interaction occurs among people living in close physical proximity. Neighborhoods in which no one knows his or her neighbors, and where there is no social contact, are not neighborhoods in the social sense, but only in the geographical sense. *Ad hoc* informal groups are those groups that center around a single issue, and dissolve after the issue has been confronted. These may be neighborhood centered, as when neighbors form a group to urge the city government to improve their sidewalks, or they may reach out to other members of the community, as when people form a group to fight or support a new city ordinance.

Voluntary non-profit associations: These social units have a formal structure, with designated leadership and membership responsibilities. They include health and welfare organizations, clubs and fraternal organizations, and political organizations, as examples.

Profit-making enterprises: These include all businesses in the community that operate with a profit motive.

Official government bodies: These include all branches of local government, and state and federal agencies that operate within the community.

These social units are responsible for carrying out the five functions listed earlier. They do so through their social linkages within and outside the community.

It would be a difficult task indeed to discover in the U.S. today any community that does not have extensive ties to the larger American culture. Even the most remote and isolated communities are linked with other parts of the country through television and/or radio. Few communities are self-sufficient in the economic sense, and most communities experience a constant flow of goods and services to and from other parts of the country. In order to view the systemic linkages that tie the community to the larger society, Warren has defined a systemic pattern that exists in all communities. This is a vertical pattern and consists of the formal organizational and functional ties that link the local social units to their affiliates at higher levels beyond the community. These linkages are weak or nonexistent for families, neighborhoods, and informal *ad hoc* groups, but they have become increasingly important for formal voluntary organizations, businesses, and local government bodies.

Many local voluntary organizations, such as health and welfare organizations, fraternal organizations, and churches, have formal links to their headquarters at a state or national level. These links are characterized by a well-defined hierarchy of authority and responsibility. That is, they are characterized by a formal bureaucratic structure. In a similar way, many local businesses, such as factories and chain stores, are linked to headquarters outside the community. Local governments, while enjoying some degree of autonomy, are restricted in the scope of the operations by power granted by the state, and the local bureaus of state and federal agencies in the community are directly tied to higher levels of authority that mandate many of their local functions from outside the community. Because these linkages are characterized by a formal bureaucratic structure, they tend to be task oriented, with specified objectives and procedures for meeting objectives, whether they be raising money for local and national health organizations, producing goods and services for sale, or providing compliance with state and federal laws.

In contrast to this vertical pattern is the horizontal pattern within the community. This pattern links the community's social units not with outside systems, but with other social units within the community. This pattern is less formal than the vertical pattern, since there is no "president" of the community as a whole, coordinating all community

members in achieving specified tasks, as there might be in a business or formal voluntary organization. The community taken as a whole lacks a formal bureaucratic structure. However, it does provide ties between local business and industry, local government, local schools, voluntary organizations, and families. It is the informal cooperative network that is most visible when the diverse elements of the community come together to meet common concerns. When it is strong, the community can work effectively toward local goals. When it is weak, the community may find itself lacking cohesion, a sense of identity, and the ability to confront common goals. While the vertical pattern is primarily concerned with the accomplishment of specific tasks, the horizontal pattern is concerned mainly with providing for the maintenance of the cooperative networks within the community on an informal basis.

In studying the community, it is important to identify the linkages within the vertical and horizontal patterns, so that the sources of community decision making can be identified. Whether decisions affecting the community are made primarily by "outsiders" acting through their local affiliates in the vertical pattern or whether they are made primarily by community residents cooperating in the horizontal pattern will largely determine the future of the local social system and the goals it will pursue.

Some Research Tools

This brief summary of Warren's analysis of the social functions, the social units, and the vertical and horizontal patterns that help to identify the community's social system, has skipped over many of the implications the analysis has for fully understanding how a community functions as a system. Readers are encouraged to refer to *The Community in America* for further elaboration. Even this summary, however, is helpful in designing tools that will aid CSP researchers in gaining an image of what the CSP should contain and the relationships it should explore. One such tool is the matrix presented in Figure 2 on the next page.

The matrix is simply a way of categorizing the roles that different social units perform in carrying out the functions necessary for the community's social system. As research progresses for the CSP, researchers

Figure 2.

Social Functions and Their Auspices

	Production-Distribution-Consumption	Socialization	Social Control	Social Participation	Mutual Support
Individuals and Families					
Neighborhood and *Ad Hoc* Groups					
Voluntary Organizations					
Profit-Making Enterprises					
Government Bodies					

can complete each box in the matrix in turn. Different communities of varying sizes and social complexity will show different patterns emerging from the matrix. For example, in small communities, many functions may be performed by families and neighborhood groups, while in large cities, these social units may be of less importance, delegating the performance of functional objectives to more formal and more organized social units, such as profit-making enterprises and government agencies. In completing the boxes in the matrix, researchers might ask the following questions:

1) What are the particular organizations, informal groups, businesses and business groups, government agencies that perform the functions? Where possible, these should be listed by name.
2) How do the methods of performance differ among social units? Are they codified, as with formal voluntary organizations and government bodies, or are they informal, as in the family? How do the various social units vary in the effectiveness with which they perform the functions?
3) Who are the specific individuals in each social unit who have special power or authority to perform the functions? What are the particular positions and roles that exist within each social unit that are necessary in the performance of functional objectives? How did individuals achieve these positions?

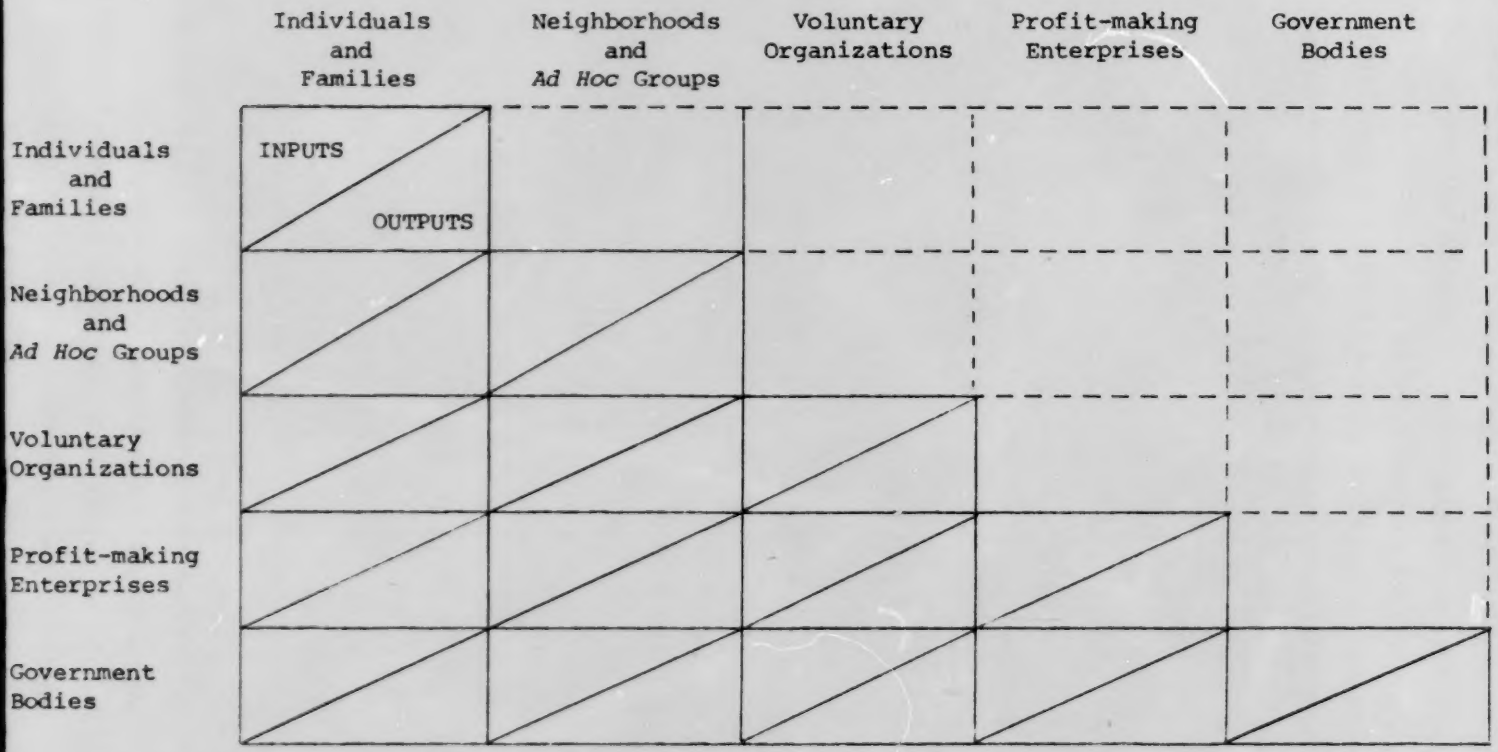
The information that will emerge from the completion of the matrix in Figure 1 will be of assistance to those preparing the CSP and can also be adapted for direct classroom applications, as students are taught the relevance of systemic linkages between social units and the functions they perform.

A somewhat different picture of the community's social system emerges when social units are viewed in their relationships with one another. This can be done by comparing the inputs and outputs, or the exchange relationships, among social units. A useful tool for this purpose is illustrated in Figure 3, on page 31.

While Figure 3 may appear to be complex, it is really quite simple to prepare and to understand. Each box in the matrix contains two kinds of information. The input side contains the contributions that the social unit at the head of each column makes to other social units, either of the

Figure 3.

Inputs and Outputs Among Social Units



same type or of a different type. The output side contains the outputs, or contributions, that the other social unit (listed down the left hand side) makes to it. For example, the first column, headed by "Families and Individuals" contains five boxes. (Other columns have fewer boxes, to avoid duplication of information.) The top half of the first box in this column contains information regarding the kinds of contributions (inputs) that families and individuals make to other families and individuals. These might include lending tools and other goods, providing financial assistance to close friends and relatives, and the like. The output half of this box represents the converse situation, though in a very complementary way: What do families and individuals receive from other families, i.e., is there reciprocity? The second box in the column headed "Families and Individuals" intersects with the row "Neighborhoods and *Ad Hoc* Groups." The input side of this box contains those things that families and individuals provide to such groups, such as lending and socializing among neighbors, and the participation, leadership, and financial support that they provide to informal groups. The output side contains those services that neighborhoods and informal groups provide to families, such as help in time of family crisis and organized *ad hoc* group organization for such purposes as meeting with city officials to encourage the building of sidewalks in the neighborhood, meeting with school board members to discuss a new school program, or organizing a boycott of a local business establishment. On the other hand, this box may be relatively empty if there is little "neighboring" or group activity of an *ad hoc* nature in the community.

Each box of the matrix is completed in a similar way. When the matrix is complete, it provides a comprehensive picture of interunit relationships in the community. The matrix can provide researchers with a systematic view of the social relationships in the community. Thus it gives a general guideline for research. The matrix can also be used as a curriculum tool, and, in addition, it can answer specific questions about community issues that otherwise may be unclear. For example, a school board may want to know why a school bond issue was defeated at the polls. This question may be approached by investigating the systemic relationship between the school board (a government body) and other social

units in the community. Did the bond issue fail because it lacked positive input from families? from special *ad hoc* groups formed to investigate the need for the bond issue? from formal voluntary associations and clubs? from the business community? Was there a relationship between the lack of positive inputs and the outputs or benefits that each kind of social unit failed to perceive as a result of the bond issue? These kinds of questions are obviously much easier to answer if information is available about the systematic relationships among social units. In the case of a school bond failure, local school officials might well make use of a matrix such as that in Figure 3, including in their study the names of specific groups, organizations, businesses, and individuals who were instrumental in defeating the issue, and attempt to build constructive systemic ties with them in the future.

One final tool, suggested by Warren's work, will be of importance for CSP researchers. This is simply a listing of the linkages that define the community's vertical and horizontal patterns in relation to the various social units in the community. This simple and useful tool is presented in Figure 4 below.

Figure 4.

Vertical and Horizontal Linkages in the Community

	Vertical Linkages	Strength or Weakness	Horizontal Linkages	Strength or Weakness
Individuals and Families				
Neighborhoods and *Ad Hoc* Groups				
Voluntary Organizations				
Profit-making Enterprises				
Government Bodies				

The research tool illustrated in Figure 4 can be used to identify the systemic linkages that directly tie the community to extracommunity systems by way of their local affiliates. The relative degree of local autonomy that the community exercises in shaping its own future can be seen by identifying the comparative strengths and weaknesses that exist in linkages in the vertical pattern. In the same way, the strengths and weaknesses in the horizontal pattern will show how effective the community is likely to be in meeting local needs without outside help or interference. When viewed in an historcial perspective, these patterns may show the community has come to depend increasingly on social systems outside the community.

This research tool can also be used effectively in understanding conflict in the community. Local social units with strong ties in the vertical pattern, such as a factory that is a subsidiary of a national corporation, may at times find themselves caught between demands from their vertical hierarchy and those arising in the local community. A local factory manager, for example, may receive instructions from company headquarters to reduce his work force and, at the same time, feel pressures from other members of the community to retain the present work force in the name of community welfare. Such conflicting demands from the vertical and horizontal patterns arise when individuals hold different and sometimes contradictory positions in each pattern. The factory manager, for example, holds a definite position in the hierarchy of his company and a number of less formal positions in the horizontal pattern of the community, such as member of the local Chamber of Commerce, church deacon, and neighbor. The success that a community achieves in resolving conflict may depend on whether, in a particular instance, the conflict arises solely within the horizontal pattern, where it may be resolved through compromise or arbitration, or it arises from a confrontation between contradictory role expectations from the vertical and horizontal patterns. If decisions causing conflict are mandated from hierarchies outside the community, they may be difficult or impossible to change. In this case, the community may adjust to the decision or the conflict may continue.

In gathering information for the research tool in Figure 4, CSP researchers will find it helpful to identify, wherever possible, specific associations, businesses, and government agencies with ties to hierarchies

in the vertical pattern. In large communities, typical representative groups may be studied. Likewise, horizontal linkages should be specified with reference to definite organizations, such as the Chamber of Commerce, the United Way, and the Council of Churches. In each case, the type of linkage, whether informal or bureaucratized, and the relative strength or weakness of the linkage, should be specified.

Designing the Community Social Profile

Preparing a CSP for curriculum purposes requires a sensitivity to local needs and the special qualities of the community. For this reason, no two profiles will ever be quite identical in design. However, there are guidelines that can be followed in preparing a CSP, and that can be adapted to most local situations. The adaptations of Warren's analysis, presented in the preceding section, provide some helpful tools that CSP researchers may use in clarifying their own image of what the CSP should contain. Information gathered with the use of these tools should be an important component of the CSP. Yet these tools do not provide a detailed outline or set of guidelines to be followed in the actual research activities involved in CSP development. For that reason, an outline for CSP development has been developed. The outline includes sections on the setting of the social system--including its physical environment, its history, and its demography--and the economic, political, and cultural systems within the community. This outline, presented in the Appendix, may serve as a starting point for those planning to survey their own community.

In addition to material such as that suggested in the outline, the Profile can be supplemented with an appendix containing useful statistical information, reports prepared for specific purposes by government and private groups, and newspaper clippings relevant to material mentioned in the Profile itself. Surveys of student attitudes and future plans can be included as an aid in planning curriculum applications of the Profile; and the results of any other surveys undertaken in Profile preparation might be used in the CSP appendix. The appendix should serve to augment and expand upon ideas presented in the Profile and should contain information that would make the Profile cumbersome if included directly in the main document.

In summary, the CSP should be a readable, interesting document, probably not exceeding 200 to 250 typed pages. Statistical tables and graphs can be used effectively, yet they should not overwhelm the reader. Material should be presented in such a way that it can be easily understood by those who lack expertise in social sciences, since a primary purpose of the Profile is that it be a tool for the layperson and student, rather than for the professional. Research tools for the Profile should include carefully prepared questionnaires for the investigators and facilities for taping and transcribing interviews. Direct statements from community members in their own words are much more effective in presenting the attitudes and opinions about the community than are translation and interpretation of these statements made by the researcher.

No outline or set of directions for preparing a CSP will substitute for careful advance planning and preparation on the part of the CSP researchers themselves, combined with an ongoing evaluation of the data that is accumulated. Communities embarking on their own programs to develop CSPs may benefit from a review of the problems encountered by the Colorado Project in its pioneering work in this area. With careful planning, other communities may avoid some of these problems, outlined below:

Choice of Communities. The Colorado Project staff discovered early that the choice of communities for participation in the project would have to be made with care. It became evident, after meetings with officials from the Colorado Department of Education, that not all Colorado communities would serve as good bases for beginning project activities. The three communities that were finally chosen and agreed to participate were selected on the basis of four characteristics. First, they met the requirements of the project for communities of differing social complexity. Second, they were communities in which administrators showed a keen interest in the project and agreed to lend their support to the project's activities in their school districts. A third requirement was that there exist between the school district and the community a friendly spirit of cooperation and interest. Since the project emphasized the integration of the school curriculum and the community itself, it was essential that the school and community enjoy a stable and productive relationship. This included a

close working relationship between the school administration and the local educational accountability committee. Finally, a requisite for choosing a community was that the local teachers be willing to experiment with new ideas in their classrooms, thus providing an opportunity to carry out preliminary fieldtesting of the project's materials. Through a careful choice of participating communities, the project staff was able to avoid many problems.

Choice of Field Researchers. The choice of field researchers for the project's work presented some problems. It was discovered that academic credentials in the social sciences, and even previous field experience, provided no insurance that a researcher would be able to obtain the kind of information needed for a CSP. Initially, considerable degree of independence was given to field researchers to develop their own interview techniques. It soon became apparent, however, that guidance and direction was needed, even for experienced field researchers. Moreover, it became evident that a critical component in the success of a field researcher in gathering data pertinent to the CSP was that he or she have a concrete conception of the goals of the project itself. Upon investigation, it became clear that problems involving field researchers who were failing to gather pertinent data arose because the researcher did not have a clear understanding of the CSP or its purpose in education.

Choice of Interview Technique. Related to the problem of choosing field researchers was that of choosing an interviewing technique. Initially, staff field researchers were advised to use an openended interview technique, that is, one in which the respondent was free to discuss anything he or she felt was of importance about the community, with a minimum of leading questions. This approach, however, proved to be unsuitable for the purposes of the project. It became clear that a carefully prepared questionnaire would be needed if relevant data were to be obtained from interviews.

Allaying Community Suspicions. A problem that developed in the two smaller communities of the study was that of community suspicion about the project and its purposes. Although a relatively minor problem, suspicion on the part of some members of the community had the definite potential of causing resentment of the project. Fortunately, this problem

was resolved through the close association of the project staff and the local school administrators. A wider use of the media to introduce the project to the community would serve, in the future, to allay fears and misapprehensions on the part of some community residents.

Local Citizen Advisory Committees. A problem encountered in all three communities was that the local citizen advisory committees, or accountability committees, had little real understanding of their role in the decision-making process. Because of deficiencies in state enabling legislation and a lack of enthusiasm on the part of school administrators, the citizen groups found themselves unsure of their responsibilities and how to carry them out. This problem went far beyond the corrective abilities of the project staff. Special efforts were made in one community, however, that show that citizen groups can become active participants in the educational decision-making process.

The Colorado Experience

The various steps of the Colorado System-Based Curriculum Project, starting with the preparation of CSPs and culminating with the development of curricula, have been implemented in three Colorado communities: the North Fork Valley, Rocky Ford, and Pueblo. The work completed in these three communities is as follows.

A grant proposal was submitted to the National Science Foundation in July 1974 requesting funding for the project. In April 1975, funding was approved for an 18-month period. After 18 months of work, the following had been accomplished:

1) An Advisory Board had been formed to provide the project with suggestions for the improvement of project materials and to make suggestions for future activities of the project. A meeting was held in Denver on December 15, 1975, attended by Advisory Board members from the three experimental communities, the Colorado Department of Education, and the University of Colorado.

2) A model has been developed to serve as a preliminary guide for communities wishing to develop their own CSPs. While more extensive research will be required to develop detailed theoretical foundations for the CSP, this model serves as an introduction to CSP development and contains a general outline for a CSP.

3) Three CSPs have been developed by the project staff. They are based on these three experimental communities:

--The North Fork Valley, Colorado

Population: 5,000

Location: western slope of the Rockies along the North Fork of the Gunnison River

Economic Base: orchard growing, ranching, and expanding coal mining

--Rocky Ford, Colorado

Population: 5,000

Location: fifty miles southeast of Pueblo in the Arkansas River Valley

Economic Base: agriculture, including canteloupe, sugar beets, and seeds

--Pueblo, Colorado

Population: 120,000

Location: south-central Colorado, 120 miles south of Denver

Economic Base: steel and related industries, truck farming

4) The social profiles developed by the project staff have been reviewed by the accountability committees of the communities for criticism and for suggestions.

5) The social profiles have been rewritten by the project staff for submission to the communities.

6) A process and guidelines for implementing the Colorado accountability legislation in social science education have been developed.

7) The accountability process developed by the project staff has been introduced in a special conference of accountability committees in all three Colorado communities that are a part of the CSBC Project.

8) The Paonia Accountability Committee of the North Fork Valley studied the social profiles and identified educational goals in the social sciences.

Blueprint for Nationwide Action

It is hoped that the experience gained during the course of the Colorado System Based Social Science Curriculum Project will be of

benefit to others developing CSPs in their own communities. As new Profiles are completed, communities will find that they provide an entirely new dimension for social science education in the schools and give teachers, students, and other segments of the community a valuable tool for decision making. Experience gained from the Colorado Project indicates that there is great receptivity to the use of the CSP in the classroom by teachers who are concerned with preparing students to meet the demands of an increasingly complex social system within and outside the home community. Those schools developing CSPs for classroom application will find themselves in the vanguard of the growing movement toward increased relevance and usefulness in social science education.

Today there is an increasing interest throughout the country in a community-based curriculum and in using the community as a laboratory in developing various kinds of awareness, such as awareness of career options and citizenship opportunities. The motivation for this interest varies. Some believe that the incorporation of community experience is necessary in order to make the social science curriculum more lively. Others feel a community-based curriculum would serve as an antidote to the alienation felt by youth. Still others feel that the federal government dominates the grassroots political system of the community and will undermine the cultural heritage of the community.

The programs which have been developed as a result of such interests and motivations vary in quality. Most of these programs suffer from financial and intellectual malnutrition, and lack of coordinating among these programs results in duplication and waste of resources. For these reasons it is important to establish a national educational consortium for a community-based curriculum development. Members of this proposed consortium, composed of approximately 30 school systems, would each represent a community of both unique and complementary size and economic, political, and cultural characteristics. It would be the task of the professional staff of the consortium to coordinate the research and preparation of Community Social Profiles, to help identify community educational and curriculum goals, and to develop system-based curricula. The consortium could also help train the business and public sectors in the use of CSPs for policy making.

The tasks of the consortium could be outlined in the following manner:

1) Development of a national model for the preparation of Community Social Profiles in local communities.
2) Preparation of additional Profiles with particular emphasis on metropolitan and planned communities.
3) Preparation of fictionalized Profiles, based on actual case studies, for use as models for other communities.
4) Improvement of interview techniques to ascertain students' images of the future and their plans for the future.
5) Development of curriculum materials simulating experiences in communities complementary to home communities.
6) Development of a staff training kit explaining the use of CSPs for decision making. The kit would be prepared for use by school administrators, teachers, and community leaders serving on school advisory or policy-making committees.
7) Development of an experimental course for teacher training institutions on the preparation and use of CSPs for decision making and teaching.
8) Initiation of a workshop for members of local educational accountability advisory boards and other advisory groups, including members of boards of education. The theme of the workshop would be "Identifying Educational Goals for the Future of Youth."
9) Initiation of two institutes--one for planning groups and one for business leaders--to develop skills in interpreting CSPs and using them as tools in the decision-making process.
10) Institution of an annual regional conference for youth and educators from rural, urban, and suburban communities, entitled "How to Prepare Youth for the Future."
11) Preparation and testing of a manual to assist communities in developing community profiles and a community-based social science curricula.
12) Preparation of an annotated catalog of community work experiences classified according to unskilled, semi-skilled, skilled, and professional occupations.

13) Initiation of experimental programs to demonstrate how to develop an interaction between work, knowledge, and "future awareness."

If some of these ideas expressed in the Agenda were translated into a program, the design could be the proper response to a national concern dramatically expressed in the 1965 *Economic Report of the President's Economic Council*, which stated:

> Rural-urban migration has created problems of adjustment for the migrants and for the areas receiving them. Existing urban educational systems, social groupings, and economic structures have been unable to absorb smoothly the rapid influx of the poor, uneducated, and unskilled among the rural migrants.
>
> Many have found it difficult to adjust to the new economic and social environment. Because they lack skills, they are handicapped in an industrial society which is increasingly replacing unskilled labor with skilled labor and machines.
>
> They become victims of impersonal business fluctuations which affect most heavily the younger, the less-skilled, and the non-white workers. And, if unemployed, they cannot fall back for food and shelter on the extended-family system of a traditional rural society.

Since this statement was written in 1965, the time and space mobility of the youth has increased. Today the direction of migration is not as clear-cut as it was 11 years ago. Metropolitan and rural school systems must enter into a new alliance to prepare youth for the steadily changing environment in time and space. The Community Social Profile System, if adopted for wide use, could make a major contribution in helping to prepare youth for their futures.

Part III

Learning Activities Based on the Community Social Profile

In this Part are presented a wide variety of learning activities developed by the Colorado Project and appropriate for use in most communities around the United States. The purpose of this section is to show the richness of a curriculum based on a Community Social Profile, as well as to provide some immediately applicable help for classroom teachers wishing to involve students in community-based learning. Most, if not all, of these activities can be used without the prior preparation of a Profile, although having a Profile of the community on hand would greatly enhance the activities. Student findings as a result of many of these activities, also, could produce information to be included in a Profile under development.

The activities are grouped by types of "awarenesses" that they are designed to promote. There are ten categories of awareness: value awareness, social reality awareness, problem awareness, system awareness, spatial awareness, historical awareness, work awareness, leisure awareness, and knowledge awareness.

Value Awareness Activities

Values are ideals and objectives that people find good and desirable. Personal values guide people in their individual behavior and decisions. Community values guide people in their social behavior and group decisions. Values help define social problems by revealing the distance between what is and what one's values insist ought to be.

Students should become aware that values pervade our thought and are the basis on which we form opinions and act. The student should become aware that most small communities have moved from a homogeneous value system to a heterogeneous one. Just as the student must become aware of the causes of the community's initial homogeneous value system (limited value sources, common goals during pioneer periods, and the like), so he or she must become aware of the conditions that create a heterogeneous value system.

The single most important factor is the breakdown of community isolation in an increasingly mobile world. The migration of outsiders into previously isolated communities, the delivery of national magazines and newspapers, the reception of national radio and television programming, and the national distribution of motion pictures all contribute values that are new and, sometimes, in conflict with community values. Whereas the older generations in the community received their values from family tradition and established religious and social institutions, the younger generation is asked to accept not only community values but also the values taught by the mass media and other extracommunity sources. In this way a "generation gap" occurs within the value system of the community.

Another reason a community's homogeneous value system is replaced by a heterogeneous value system is the national trend of growing ethnic awareness. Wherever ethnic groups in the community assert their uniqueness, they challenge the traditional concept of the United States as a melting pot, in which heterogeneous elements were expected to become homogenized. The concept that replaces the melting pot is the concept of the smorgasbord--a situation in which each separate identity with its unique values demands to be preserved. Thus, ethnic awareness creates not only an awareness of the complex social composition of the community, but also an awareness of the complex composition of the community's value system.

◆ Objective: As a result of this activity, students will become aware of the rich sources of our value commitments.

Activity: The class may be divided into three groups to review the following documents:

1) the Declaration of Independence
2) the Preamble to the Constitution
3) the Bill of Rights

As a result of their research, the class may prepare a list of the value commitments expressed in the document they have studied. They may discuss how commitment to these values may create a system of values on which the quality of life in the community may firmly rest. As a follow-up activity, students might prepare a display entitled "The Heritage of Values for Building a More Perfect Community."

♦ Objective: As a result of this activity, students should be able to comprehend the dominant values of the United States and some of the incompatabilities and contradictions among these values. Further, they should discover how the hierarchy of values changes over time.

Activity: The teacher may present the following 15 values, which have been important value commitments in the course of American history:

1) achievement and success
2) the work ethic
3) a moral orientation
4) humanitarian mores
5) efficiency and practicability
6) a belief in progress
7) material comfort
8) equality
9) freedom
10) conformity as represented in the concept of the United States as "melting pot"
11) nationalism and patriotism
12) rugged individualism
13) racial superiority
14) faith in science and technology
15) democracy

The class may prepare a flannel board and 15 signs, one for each of the value commitments listed above. The students may pull the signs out of a hat and attempt to explain what actions a commitment to this value would entail. The class may discuss each value in the following terms:

1) Does this value guide us in building a more perfect union?
2) Is commitment to this value as important today as in the past?
3) Are there any limitations (such as resource scarcity limiting the pursuit of material comfort) on pursuing this value in the future?

When all the values have been placed on the flannel board, students may eliminate those values which the class has challenged (such as a value commitment to racial superiority). They may rearrange the remaining values into a hierarchy that would ensure a better future for the community and for the nation.

◆ Objective: As a result of this activity, students should become aware of:

1) situations in which their personal value commitments are in conflict with community value commitments, often represented by parental expectations;
2) possible conflicts between themselves and their parents which may be caused by differences in value commitments; and
3) value commitments identical with those of their parents. (Students may investigate whether such identical value commitment is the result of training by their parents or whether both they and their parents have arrived at similar value commitments under the influence of a mutual third source.)

Activity: Senior high school students may discuss their own and their parents' opinions on the following questions:

1) Should the community help minority groups live, work, and go to school outside their own neighborhoods?
2) Do you feel your feeling of freedom is abridged by any of the value commitments of the community at large?
3) What customs of your parents do you feel you ought to follow?
4) Are there certain customs that your parents wish you to follow that you do not feel you ought to follow?

The class should discuss the value commitments that motivate the answers to these questions. Teachers may change these questions and develop others which will most effectively explore the "generation gap" in the value system of their own communities.

As a follow-up activity, students may draw cartoons that reflect conflicts between parents and students due to their differing value orientations toward the world.

♦ Objective: As a result of this activity, students will be able to analyze their own use of time, compare it to the use their peers make of their time, and discover:

1) activities are based on value commitments;
2) the use of time varies from person to person, based on the person's value commitments;
3) what one person considers useful and enjoyable differs from what another considers useful and enjoyable, according to one's unique value commitments; and
4) that, many times, what is enjoyable is not identical with what is useful.

This activity should remind students that many activities are important for good mental and physical health.

Activity: Have each student fill out a time calendar for one week. A model time calendar is shown on the following page.

In RED shade in the time spent doing things you really enjoy. In BLUE shade in the time spent doing the things you do not enjoy. Put a "U" in each space that you did something useful. Put an "NU" in each space that you did not do something useful.

Give your students time in each class period to fill in their calendars. Tell students you will be posting calendars (without names) at the end of the week.

At the end of the week have each student write out a description of what they have learned about their own use of time. Questions each should answer are the following:

1) What is a useful activity?
2) What is not a useful activity?
3) Should useful activities be enjoyable?
4) Are there enough things for people to do in your community? Explain.
5) What would your calendar have shown if you lived in an urban community?

6) If you could do the week over again, what things would you change?

- Objective: As a result of this activity, students will be able to conduct and interpret the results of a miniature statistical survey and to find out generally how members of their class feel about poverty.

Activity: Without using names, have each student fill out the survey questionnaire on page 50. Ask a few of the students to compile the results and post them. Discuss the results. Does the class have a positive or negative attitude about poor people? Next have students individually write out a definition of poverty. (Discuss with the class that poverty is more than a lack of money. It also has social and psychological aspects. Also poverty is relative over time and space.) As a follow-up activity, invite a social worker to discuss with the class the problems of poverty in the community. Classroom discussion may reveal that prejudices are shaped by individuals' values.

Social Reality Awareness Activities

Students should relate the social science content presented to them in the classroom with the social reality they encounter outside the classroom. The social sciences are not an abstraction but have a living connectedness with the everyday life of the student.

Social reality awareness activities should make students aware that events and changes within and beyond the community are caused by natural forces (such as drought and earthquake) and by human actions (such as price changes within the economic system and changes of governmental policy). These changes affect the welfare of the community and the options of the individual.

Students must understand the nature of the world in which they live. For instance, if the students live in a coal or shale mining community, the class should carefully analyze the social reality of mining operations by personal observation of mining conditions and by careful consideration of news articles on the energy crisis generated by decisions of the oil-producing and oil-consuming countries. If the students live in a small

Figure 5.

What *Do* You *Do*???

PART 1: When asked what we most like to do, most of us have no trouble answering. But do you really know what it is you do, day in and day out? Your project for the week is to fill in the time calendar below. Fill it out each day--don't wait until the end of the week to try and remember everything you've done.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-1:00							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							

Figure 6.

Survey

1. Most poor people live in big cities.
   ____ Agree ____ Undecided ____ Disagree

2. If a poor person does not have a job, it is basically his fault. He is probably lazy.
   ____ Agree ____ Undecided ____ Disagree

3. Most poor people don't care as much about their children as middle-income people do.
   ____ Agree ____ Undecided ____ Disagree

4. Most poor people have as many opportunities as everyone else; they don't take advantage of them.
   ____ Agree ____ Undecided ____ Disagree

5. Most poor people in this country are ethnic minorities.
   ____ Agree ____ Undecided ____ Disagree

6. The poor really don't mind bad housing, unemployment, and welfare since they are used to it.
   ____ Agree ____ Undecided ____ Disagree

7. Probably the best definition of poverty is if a family of four (husband, wife, and two children) earns less than $_____ monthly.

8. The federal government is now spending enough money to fight poverty.
   ____ Agree ____ Undecided ____ Disagree

9. People have been exaggerating the amount of poverty in this country. About one out of twenty families can be considered poor today.
   ____ Agree ____ Undecided ____ Disagree

10. Not only do the poor have less money, but they are often cheated or taken advantage of by many merchants.
    ____ Agree ____ Undecided ____ Disagree

11. Most poor people spend more money on liquor than middle-income people do.
    ____ Agree ____ Undecided ____ Disagree

12. The children of poor people have practically the same opportunities to make good as the children of middle- and upper-income parents.
    ____ Agree ____ Undecided ____ Disagree

rural community, they might discuss how the construction of a big industrial plant in the region may affect student decisions regarding career plans and options. Students must become aware of how these situations and decisions alter the social reality of the community and affect community welfare and individual options.

Regardless of the type of community in which they live, students need to become aware of how social reality changes and how these changes affect their images of the community.

- Objectives: As a result of the following activities, students will be able to realize how events in the community, the state, the nation, and the world may affect the well-being of the community.

Activity: The class may prepare a bulletin board, dividing the board into three sections:

1) changes in the community that affect our lives,
2) changes in the nation that affect our lives, and
3) changes in the world that affect our lives.

Once a week, students should bring in articles and illustrations that deal with contemporary events. Students will discuss how these events affect the welfare of their community. The class will decide on the best two articles in each category and will post those articles in that section of the bulletin board for that week.

Activity: A committee of students could prepare a weekly report on forthcoming television programs (such as documentaries, news programs, and specials) analyzing current issues. Student volunteers watch these programs and report on how the issues presented on them relate to the welfare of the community.

Activity: A classroom committee interested in science can watch for articles related to science and technology and report to the class on how advances in science and technology may affect the welfare of the community.

Activity: Students may study how controversies in the community affect the welfare of the community and determine how the roots of the controversies may be related to science and technology, to events occurring outside the community, and to conflicts in value commitments within the community.

Problem Awareness Activities

Problem awareness is the outgrowth of the interplay between values awareness and social reality awareness. The gap between the goals generated by societal values and social reality represent the social problem. A social problem is always a conflict between what ought to be and what is.

Rich countries have more social problems since they can afford to recognize the existence of the gap between their goals and realities. But also, rich countries have more options to exercise in solving social problems--that is, closing the gap between the dream and the reality--because they have greater availability of resources beyond those needed to provide the bare necessities of life. These surplus resources can be allocated to solving the social problems the rich countries have identified.

Not only is the United States rich in resources to solve problems; it has a cultural environment that is favorable for recognizing social problems, since it is free from dogma that imposes a narrow view of social possibilities. The cultural environment of the United States is also favorable for the solution of social problems because of the American value commitment to pragmatism.

Students should use the scientific method in their analysis of community problems by applying the following steps:

1) Symptoms of the problem: The outward manifestation in the community that something is wrong. The symptoms may be discovered through newspaper headlines, political campaigns, strikes, protests from pressure groups, and the like.
2) Aspects of the problem: the economic, political, and ethical dimensions of the problem. Students should be able to argue why society should be preoccupied with the problem. What are the dangers if the community ignores the problem? Neglecting the social problem may lead to a waste of resources, to political polarization, and to injustices.
3) Definition of the problem: description of the gap between the goal commitments of the community and the social reality.
4) Scope of the problem: the extent of the problem's roots and impacts. Students should be able to gather and explain statistical and other information reflecting the magnitude of the problem.

5) Causes of the problem: Students should be able to apply the analytical tools of the social sciences to explain the causes of the problem.

6) Solution: Students should be able to investigate the roles that different segments of society (individuals; voluntary groups; local, state, and federal governments; etc.) might play in solving the problem. The students should be able to weigh the costs and benefits and the effectiveness of various measures now in force and those recommended for the future.

◆ Objective: As a result of this activity, students will be able to analyze problems in their community using a systematic problem-solving approach.

Activity: Have students identify problems in their community and follow through the steps given above. For instance, a problem your students might work with is poverty in your community. To investigate this problem, the class may be divided into five committees with the following functions:

Committee One will investigate the symptoms of the problems by looking for any outward manifestation of the problem that might be revealed by newspaper articles, unemployment lines and so on.

Committee Two will study aspects of the problem. Mock public hearings might be held in the community by a simulated Congressional subcommittee. Witnesses might include:

1) an economist who emphasizes waste of talents;
2) a politician who emphasizes political tensions between the haves and the have-nots;
3) a sociologist who emphasizes the impacts of poverty upon family life and upon increased social behavior such as vandalism and crime;
4) a psychologist who emphasizes the despair and frustration caused by poverty and the sense of usefulness and lack of self-worth caused by the inability to provide basic needs;

5) an anthropologist who emphasizes the cultural dimensions of poverty; and
6) a minister who emphasizes the ethical implications of failure to recognize poverty within the community.

The class together could then define the problem; for instance, How can our community provide an income for its members to assure an adequate livelihood? Then, more committees would go to work:

Committee Three will search for data to give insight into the magnitude of the problem of poverty within the community, such as data on income distribution within the community as compared to income distribution with the state and the nation.

Committee Four will investigate causes of the problem; for instance:

1) inadequate economic base in which an industry (such as subsistence farming) does not produce sufficient income;
2) declining economic base caused by mineral depletion, soil depletion, the decline of trade centers due to population loss, and/or competitive industry in other communities which leads to shutdowns of local industries;
3) discrimination that bars some members of the community from employment;
4) impact of national or international events;
5) shift of demand due to alterations in income or taste (for instance, before the "energy crisis," coal-based communities were depressed because the energy demand had shifted to oil; or since hats have gone out of fashion, New England communities based on the hat industry have become depressed); and
6) lack of skill and/or inadequate education on the part of those unsuccessfully seeking employment.

Committee Five may wish to divide into three separate subcommittees to study different solutions to the problem of poverty within the community:

1) The first subcommittee can investigate what the poor can do themselves to improve their condition through educational and retraining programs.
2) The second subcommittee may investigate what volunteer groups (including church-based and business-based organizations) can do through charity or improved employment opportunities.
3) The third subcommittee may investigate existing government anti-poverty programs on the local, state, and national levels, and may research new proposals--including relevant civil rights legislation--aimed at improving the effectiveness of the government's anti-poverty policies.

The very detailed format given for this activity can be adapted to serve for classroom explorations of problems, which the class can identify within their own communities.

System Awareness Activities*

Every community is made up of a natural system and a human-made system. The natural system, or ecosystem, is composed of three groups of components:

1) physical factors (climate, soil, water, topography, etc.),
2) living organisms (including humans), and
3) interactions among living and nonliving components (competition, erosion, decomposition, etc.).

An ecosystem's only goal is to maintain its own equilibrium, the nature of which is unpredictable. If the existing equilibrium is

*See also *System Analysis and Its Use in the Classroom* by Kenneth Boulding, Alfred Kuhn, and Lawrence Senesh, Boulder, CO: Social Science Education Consortium, 1973.

disturbed by nature of humans, there is no guarantee the new equilibrium will replicate the prior one. For instance, the ecosystem regained its equilibrium after the disappearance of the dinosaurs, but the new equilibrium did not contain dinosaurs.

Within the ecosystem, each component is also a system. For instance, fish and plants are each self-contained systems as well as interacting systems.

The purpose of all living systems is survival, but in the case of humans there is a purpose beyond mere survival. Humans develop new ideas and accumulate a culture for the purpose of attaining a deliberately-set goal; and they develop other systems in their environment that will help them accomplish their goals. Human beings, technological systems are goal oriented and, in fact, often contain self-correcting mechanisms. Many human social systems are also goal oriented. For instance, the goal of the family is to provide mutual support, especially in the rearing of children; the goal of business is to maximize profits; and the goal of government is to maximize public welfare.

All these systems--the natural, the human-made, and humans themselves--are components of the community. The community itself has goals of its own, all of which may be in conflict with each other or may strengthen each other.

Human beings are the coordinators of these systems, but unfortunately humans can create social and technological systems that may cause irreparable damage to the ecosystem and to human health and happiness.

To maintain harmony among these three systems has become a national objective, as evidenced by the U.S. Environmental Policy Act of 1969, which states that

> Congress, recognizing the profound impact of man's activity on the interrelations of all components of the natural environment, particularly the profound influences of population growth, high-density urbanization, industrial expansion, resource exploitation, and new and expanding technological advances, and recognizing further the critical importance of restoring and maintaining environmental quality to the overall welfare and development of man, declares that it is the continuing policy of the federal government in cooperation with state and local governments, and other concerned public and private organizations, to use all practicable means and measures, including financial and technical assistance, in a manner calculated to foster and promote the general welfare, to create and maintain conditions

under which man and nature can exist in productive harmony, and fulfill the social, economic, and other requirements of present and future generations of Americans.

In order to carry out the policy set forth in this Act, it is the continuing responsibility of the Federal Government to use all practicable means, consistent with other essential considerations of national policy, to improve and coordinate Federal plans, functions, programs, and resources to the end that the Nation may--

1) Fulfill the responsibilities of each generation as trustee of the environment for succeeding generations;

2) Assure for all Americans safe, healthful, productive, and esthetically and culturally pleasing surroundings;

3) Attain the widest range of beneficial uses of the environment without degradation, risk to health or safety, or other undesirable and unintended consequences;

4) Preserve important historic, cultural, and natural aspects of our national heritage, and maintain, wherever possible, an environment which supports diversity and variety of individual choice;

5) Achieve a balance between population and resource use which will permit high standards of living and a wide sharing of life's amenities, and

6) Enhance the quality of renewable resources and approach the maximum attainable recycling of depletable resources. (Quoted in *Fundamentals of Environmental Education*. . . 1976)

For such objectives to be realized, each citizen must become aware of how such systems interact in their own immediate environments.

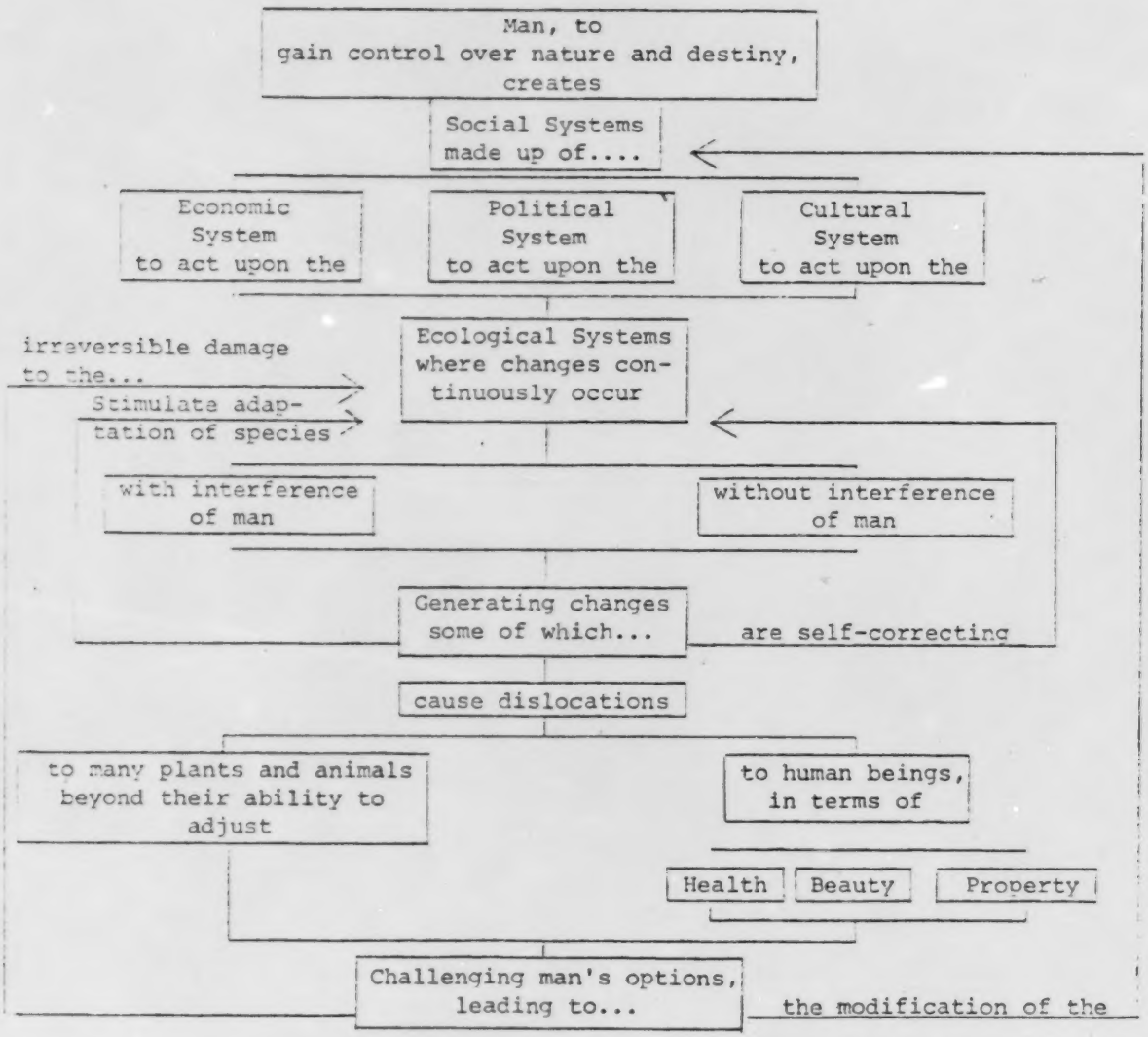
- Objective: As a result of this activity, the student will understand that humans have the ability to create social systems and the option of bringing their social systems into harmony with the ecological system or of causing irreparable damage on the community, regional, national, and global levels.

  Activity: Students may study the chart in Figure 7 on the following page, translating its general categories into specific local instances.

- Objective: As a result of this activity students will be able to understand the extent and nature of systems whose interactions combine to form the underpinnings of the community as a functional unit.

Figure 7.

Interaction Between the Social System and the Ecological System


Man, to gain control over nature and destiny, creates
Social Systems made up of....
Economic System to act upon the
Political System to act upon the
Cultural System to act upon the
Ecological Systems where changes continuously occur
irreversible damage to the...
Stimulate adaptation of species
with interference of man
without interference of man
Generating changes some of which...
are self-correcting
cause dislocations
to many plants and animals beyond their ability to adjust
to human beings, in terms of
Health
Beauty
Property
Challenging man's options, leading to...
the modification of the

Activity: The teacher should mention the announcement, "all systems go," before a space capsule is launched from Cape Kennedy. Note that many different technical systems are needed to launch and orbit the spacecraft, sustain the life of the astronauts within, ensure radio contact, and provide for a safe landing. There are rocket and firing mechanisms, fuel systems, devices for jettisoning used rockets; space capsules have an oxygen system, food system, power system, communications system, tracking stations have radar systems; and so on. Each of these systems must be in perfect working order before the capsule can be launched. Ask the students to give examples of systems within the community--power systems, communications systems, food systems, fuel systems, waste disposal systems, and so on. Discussion should bring out similarities between the community and the spacecraft, emphasizing how, in each, all the systems must function in harmony if the whole is to function properly.

As a follow-up activity, the class might discuss how the disturbance of any one system affects other systems and upsets the balance of the whole. To illustrate this delicate balance between systems, students may construct a clothes hanger mobile with cut-out shapes representing various sytems within the community and watch how removing one shape affects the others.

♦ Objective: As a result of this activity, students will be able to see how developments within one sector of the community affect systems throughout the entire community.

Activity: Students may organize a mock city planning commission meeting to discuss an application for permission to build a subdivision of 12 new houses. Using city maps, the students should determine the modifications that such a subdivision would necessitate in the following community systems:

1) water and sewage
2) streets
3) schools
4) power and telephone

5) parks
6) fire

- Objective: As a result of this activity, students will understand the impact of changes in the natural system upon systems made by humans.

  Activity: Students may collect news articles that show how the impact of powerful events in the natural system produces events within human-built systems. Articles can show how natural events may affect humans directly (as when a blizzard causes loss of life) and indirectly (as when a blizzard interrupts the food distribution system by freezing crops or closing roads, preventing the movement of food to markets). Other natural events which affect humans and their systems are drought, flood, earthquake, precipitation, and depletion of population of certain helpful species (such as honeybees, as a result of pesticide pollution). Students may discuss what measures may be taken to protect human-made systems from the brunt of natural events (such as the construction of flood levees) and how the pattern of systems made by humans can be changed to minimize their susceptibility to natural events (such as land-use regulations against building in flood plains).

- Objective: As a result of this activity, students will be able to understand the relationship between community goals and the creation of systems to help meet these goals.

  Activity: Students may discuss how the goals of a community are generated by the value commitments of that community (see Value Awareness Activities above). Students may group community goals under these headings:

  1) a healthy community
  2) a beautiful community
  3) a safe community

  Students may discuss how systems within a community may be coordinated to achieve these goals, how the functioning of

systems within their community advances or hinders the achievement of community goals, and what adjustments of community systems are needed to bring about the better fulfillment of these goals.

- Objective: As a result of this activity, students should be able to discover that the community is a system where every function relates to every other function.

  Activity: The teacher may identify the five main organizations of the community and write them on the blackboard: families, neighborhoods, voluntary operations, profit-making enterprises, and government. Five students should be selected, representing one of the five organizations. Each student will explain transactions between the organization he/she represents and the other four organizations. Each will explain how the organizations are related through selfish, generous, and sometimes hostile transactions. For example, the student representing the family may explain how one family completes transactions with other families, with the neighborhood, with voluntary organizations, profit-making enterprises, and government agencies. The student representing voluntary organizations may accept donations in money or in kind from the other four organizations listed on the blackboard, in return for which the voluntary organization gives services and social stability to the community. The student representing business organizations may describe how profit-making motivates businesses to produce goods and services for the community and how such selfish transactions may benefit both private and general interests. However, it may be pointed out, that the market, which helps to produce what consumers want, may also incur costs to the environment and damage health and welfare.

Spatial Awareness Activities

The earth's resources, both human and nonhuman, are unequally distributed. Students should become aware of the advantages and disadvantages of this unequal distribution of resources by considering the following points:

1) Each community has been given a unique share of the world's human and nonhuman resources.
2) Each community is responsible for the careful stewardship of its unique resources.
3) The uneven distribution of resources also entails an unequal distribution of catastrophic hazards, so that the whole of the earth's resources is not in peril at any one time from any one hazard.
4) The unequal allocation establishes a range within which the community can achieve an optimum size and structure and determines the characteristics of the human-made environment.
    a) the size and shape of a community may be determined by the conformation of river valleys, uninhabitable terrain, and so on.
    b) The landscape and location of a community may determine its isolation from other communities or the ease with which it may construct transportation and communication systems.
    c) The economic base, and indeed the very existence of the community itself, may be determined by the longevity of natural resources on which the economic life of the community is based. Community planners must consider natural factors such as whether the mines will play out, whether the soil will give out, and whether the timber forests will give out.
5) Because of the uneven distribution of resources, no community is an island. Because no community has the resources to meet all its needs, all communities become interdependent. An understanding of this interdependence will help students develop awareness of a "global community."
6) Spatial awareness determines not only the limits of economic growth but also the limits of human alteration of the physical environment.

Students should become aware of the physical characteristics of their community: its landscape and the quality of its soil, its water resources,

and its climatic advantages and disadvantages. Students should become aware of how the bedrock of their town is in fact the bedrock of its systems, values, and attitudes.

- Objective: As a result of this activity students will become familiar with the natural features of their community and will be able to provide answers to these questions:
    1) How has the natural setting affected the way of life in this area?
    2) How have people living here affected the natural setting?

Activity: Students may be given a map of the United States (such as Nystrom #DD1) and asked to locate their state, their region within the state, and their community. Working individually or in small groups, students could be asked to locate and draw the boundaries of their community and to list the major physical features of the area, such as elevation, vegetation zones, streams and rivers, mountains and mesas, roads, railroads, and airfields. Then, students might be asked to determine the distance in miles to the five nearest cities to the community and, then, to answer the following questions:

1) What is the size of your community compared to other communities in the state?
2) Which of the other communities do you think compete with your community in trying to attract new business?
3) Why are other communities larger than your own?

When this work has been completed, students may discuss these questions:

1) Why might people have first settled in this area? Where did they live when they first came here? Has the choice of places to build homes changed over the past 75 years? Explain.
2) How many ways can you think of that the natural environment has influenced how people live here?
3) Do you believe the natural setting and its influence on population density, access to other communities, and so on, affects people's attitudes toward their neighbors? In what ways?

4) Do you feel your community is isolated from the rest of the world?
5) What things might be considered the result of "being isolated"?
6) What things have happened to change the community's degree of isolation from what it was 75 years ago? 50 years ago? 25 years ago?
7) What have people done in this area that has changed the natural system?
8) Would these changes remain if people left the area? For how long?

◆ Objective: As a result of this activity students will become aware of the relationship between the natural environment and the economic activity of the community.

Activity: The teacher will present an enlarged map of the community and its topography to the class. The map should be placed next to a United States map where students can observe the location of their community in relation to the rest of the nation. The class should discuss the following questions:

1) What is the topography of the community?
2) What is the climate?
3) How available is land? How available is water?
4) How densely populated is the area? (This information can be detected from the distribution and size of towns.)
5) How well does transportation system connect your community with the rest of the region and nation?

After the students discuss these questions, each student should fill out the following questionnaire.

Figure 8.

Economic Feasibility of Bringing New Industries to the Community

Which of these proposals has the greatest feasibility (GF)?
medium feasibility (MF)?
no feasibility (NF)?

Mark each of the following GF, MF, or NF.

_____ Industries which require scientific and professional skill.
_____ Industries producing appliances such as refrigerators
_____ Industries with the economic base of mining.
_____ Industries with the economic base of tourism.
_____ Industries with the economic base of agriculture such as packaging, canning, and processing.
_____ Industries which require minimum water.
_____ Industries seeking a pleasant environment such as parks, entertainment, adult educational programs, shopping districts, good housing conditions, good public health.
_____ Industries producing electronic parts.
_____ Industries necessitating cheap labor.
_____ Industries of individual ownership or partnership.

After each student fills out the questionnaire a few students should collect and compile the results. Then discuss the economic future of the community.

- Objective: As a result of this activity, students will become aware of the uneven distribution of the water supply in the U.S.

  Activity: Students should study a U.S. weather map to find out the average precipitation rate for different parts of the country. They should compare their community to the rest of the country and should discuss the relationship between agricultural pursuits and rainfall in their community.

- Objective: As a result of this activity, students should be able to cite many different ways that humans change nature for better and worse.

Activity: To demonstrate that humans have changed nature's regions to meet their own needs, have the students describe the state of their community. Ask them to identify changes in the region and present reasons for the changes. List all the reasons given by the class on the chalkboard. Then have the students take or collect photographs of activities such as farming; lumbering; mining; constructing dams, artificial lakes, and irrigation ditches; bulldozing mountains to build highways; and building new housing projects. Pictures of junkyards, auto parts, scrap heaps, and garbage flowing into streams and rivers could also be collected. Arrange the pictures on a bulletin board. The display might be called "Man's Labor Changes the Landscapes of Our Region."

Historical Awareness Activities

The development of historical awareness is usually neglected in the social science curriculum today. Many students have little or no sensitivity to the relationship between the past and the present. Many see history only as a sequence of dates and do not recognize it as a process in which the present is the outgrowth of forces operating in the past. The situation is still worse when it comes to seeing the historical relationships between the community and national events. Students also often fail to realize that just as the present is the outcome of the past, so the present is a moment in history whose outcome will become evident in the future.

History can lend understanding, for the roots of many contemporary problems can be found in the past. Further, history can help the students realize which comtemporary problems are also problems which have persisted throughout the history of the community. But historical awareness is not restricted to the continuity of viewing community problems; it is also a means of viewing the continuity of values and activities which can help give the students a sense of the richness of their community heritage.

An example of an historical awareness that might be useful to students concerns changes in the community's occupational structure. From the viewpoint of economics, almost every community has a primary

occupation (such as agriculture), secondary occupations (such as manufacturing), tertiary occupations (such as service industries), and quaternary occupations (such as knowledge industries). In some communities, the transition from the dominance of one occupation to the dominance of another occurs at easily identified historical moments; in other communities, one occupation or another can be seen to have a continuous dominance in the history of the community. Becoming aware of such dominances in the historical life of the community will help the students gain an awareness of the history of the economic base of their community.

- Objective: As a result of this activity, students should be able to generalize their findings and to identify some of the ways in which their community has grown and/or declined.

  Activity: To demonstrate that the growth of a town can be measured in several ways, appoint a committee to prepare a graph or wall chart showing how their community has grown or declined during the past 20 years. Provide the committee with the appropriate data for the graph or chart. A sample wall chart is shown in Figure 9.

Figure 9.

Yardsticks of Our City's Growth

	20 years ago	10 years ago	Today	10 years from now	20 years from now
Population					
School enrollment					
Land area					
Housing units					
Employment					
Value of products produced					
Retail sales					

To help the students understand that the present is also a moment which the future will regard as history, and to help students develop a sense of the future as well as of the past, students should be encouraged to consider what shapes the historical patterns within their community will grow into during the next 20 years.

◆ Objective: As a result of this activity, students will be able to trace the movement of their family and to place themselves within the historical pattern of their family's mobility or immobility.

Activity: To discover what moves a family has made and the reasons for the moves, students should interview their parents and other relatives, using these questions:

1) Where were you born?
2) Where did you grow up?
3) What other places have you lived before moving to this community?
4) Where were your parents born?
5) What are the places where your parents lived?
6) If your parents migrated to this community, why did they come?
    a) looking for a better job?
    b) for health reasons?
    c) going into businesses of their own?
    d) educational opportunities for themselves and their children?
    e) because they viewed the community as a "healthier" place to live?

Students can use a map to keep track of where everyone has lived. Using information from their family interviews, students should develop answers for the following questions:

1) Did their grandparents move more frequently than their parents?

2) Are there any geographic patterns to the moves? Does their family mobility tend to be spread over wide areas or concentrated in only a few areas?

3) Were any of the moves related to major events in American history? Was the family part of the great westward migration? Was the family displaced by the Depression? Was the family part of the migration from rural to urban areas?

Students may compare the information they gather about their own family mobility with the information available from the U.S. Census Bureau. Are their family patterns similar to national patterns?

As an alternative to working back through several generations, the students could examine only a single generation: their parents and their parents' brother and sisters. At one point, these brothers and sisters lived together. Where do they live now? What geographical pattern emerges? What motivated the brothers and sisters to make the moves they did or to remain where they did?

- Objective: As a result of this activity the students should be able to write a short essay describing some of the changes that have taken place in their community.

Activity: To demonstrate that towns change over time, invite long-time residents of the community to speak to the students about the changes they have observed. The students may develop questions to ask the speakers, such as the following:

1) How many years have you lived in this community?

2) When did you come to this community? What did the community look like when you first came?

3) How has the community changed since your arrival?

- Objective: As a result of this activity, students will be able to compare events in U.S. history with events in the history of their own community.

Activity: Have students construct a set of parallel time lines from 1776 to the present. On the top line, students should mark the terms of all the presidents of the United States. On the second line, students should mark the major events of U.S. history. On the third line, students should mark the significant events in the history of their community. If explorations in the area took place before the community was established, students should also make note of them. Each student should be assigned one decade to research and to report on. Two-person teams can work on decades of heavy activity. Each report should include:

1) a brief overview of important events occurring in the United States during that decade;
2) an overview of the significant events occuring in their own state and community during that decade;
3) the impact of national events on the community; and
4) the impact of local events on the nation.

Work Awareness Activities

The community should offer an opportunity to young people to participate in work situations that will enable them to experience responsibilities that affect others. The work situation may involve individually-executed but interdependent and collective tasks. It should expose young people to experience with others of different backgrounds and ages. The work situation and an awareness of other work situations should stimulate youth to discover:

1) the relationship between values and job commitment;
2) the relationship between job satisfaction and career choice;
3) the relationship between size of income and job satisfaction;
4) the opportunities for vocational and intellectual development afforded by different work environments;
5) the importance of sensible job anticipation in keeping with the reality of the job situation;
6) the importance of striving for excellence;
7) the relation between career opportunity and career choice;

8) the relationship between training and education and available options;
9) the costs and benefits of staying in or leaving the community to pursue career objectives; and
10) the discrimination in the labor market due to sex, race, and religion.

The ultimate purpose of work awareness is to help students understand the social and psychological functions of work and to prepare the student for making decisions among career options. Since the 1960s, there has been a lively dialogue concerning youth's attitudes towards the work ethic and career choice.

Many schools have programs aimed at developing work awareness. In Salinas, California, a special program provides students in government classes with personal experiences working with governmental agencies for two- to three-week periods (Bilek and Haley 1973). The Foxfire project, with its conviction that students can only learn about their communities outside the classroom, involved students in work situations resulting in the publication of the *Foxfire* books (Wigginton 1975). Participating students gained vocational skills in writing and editing, photography, marketing, and advertising.

Several communities have sought to develop work awareness by exploring the variety of resources within the community. This enables the student to develop an awareness of work opportunities on both a career and volunteer basis and to assess job options available within the community on the basis of reliable information. For instance, in Charlotte, North Carolina, a "yellow pages" listing of community resources has been developed. Its purpose is to help students and teachers answer questions related to career opportunities within the community (Feiber 1973). A similar program has been developed in South Bend, Indiana (DuVall and Truex 1970). An analysis of such projects and their theoretical underpinnings is also available (McKinnerney 1974). In New Orleans, community resource personnel volunteered to conduct courses within workplaces within the community. The program was an appeal to the disenchanted learner and was meant to abolish the dichotomy between education and life. (*Gateway. . .* 1971).

By increasing the student's work awareness, the schools, in partnership with the community at large, can help students analyze the work situation within the community and exercise their options for future careers intelligently.

- Objective: As a result of this activity, students will be able to describe an occupation and gather information on the costs and benefits associated with the occupation.

  Activity: To familiarize themselves with a career, each student should prepare a personal handbook including the following information:

  1) my name
  2) what I want to become
  3) what is good about the job? What are non-money benefits?
  4) what is bad about the job?
  5) is this skill needed? Why?
  6) what products or services would I produce?
  7) will I have to leave my community to perform this job at the income I want?
  8) what education or training will I need? Where can I get it?
  9) what company could I work for?

  Handbooks can be constructed by the students, with the aid of cutout pictures and written assignments. They may be changed throughout the course of the unit as their choices change.

- Objective: As a result of this activity, students will be able to increase their work awareness through firsthand experience.

  Activity: The school, in partnership with the community, may establish a summer program titled "Training for Excellence." This project would place the best motivated students in the most creative work environments. This would mean direct and frequent access to the most creative people in that job environment: craftspersons, editors, performers, machinists, scientists, social workers, judges and attorneys, researchers, marketing experts, bankers, and so on, according to personnel available in the community.

  The program would begin small and build slowly, enabling school and community leaders to control the quality of the work experience.

Students would receive academic credit for their work experience. A committee of teachers, students, and community members would make decisions on summer placement, matching student talents and employer talents. The program would involve a three-month commitment. The student would work full time and would be paid a weekly allowance, funds for which might be sought from the local business community or from government grants. In some cases, the work arrangement could--upon request by both the student and the employer--be continued into the fall semester, being organized in a way that would provide the least disruption of the student's academic commitment.

Students would have regular weekly meetings with teachers and resource persons to discuss the educational application of their work experiences.

◆ Objective: As a result of this activity, students will be able to list the career interests of students in their community.

Activity: Break the students into groups of five. Each group plays the role of a committee that is to plan a career day for seniors in your high school. They must do the following tasks as part of their planning:

1) List by occupation all of the career experts they will invite to speak. People from both the county and the city should be invited.
2) Survey and prepare a list of the career plans of seniors participating in the career day.
3) Write out an explanation of what they will ask each speaker to talk about; for example, job possibilities in their occupational area, training required, wages, where jobs are available, and opportunity for advancement.
4) Develop a career day schedule.
5) Organize class discussions around the following questions: How did the Career Day information you received affect your future plans for staying in the community? For leaving the community? Did it change or re-affirm your occupational and educational options?

Each group should share its Career Day plans with the entire class. It would then be good to invite the school counselors to see the plans. From all the plans developed, select the best plan and actually have a career day.

◆ Objective: As a result of this activity, the students should be able to describe the kinds of job opportunities available in a nearby metropolis.

Activity: To demonstrate that the city has many jobs that can help people satisfy their needs, have the students look at the employment want-ad section of a metropolitan newspaper. Point out how the different want ads reflect the characteristics of the city labor market:

1) number of jobs available
2) number of different kinds of jobs available
3) range of salaries offered
4) variety of job requirements

Then explain that the jobs offered in the city can help people satisfy their needs; for example, jobs enable people to earn income to satisfy their physical needs, give them the chance to enjoy or excel in what they do, and offer opportunities to share ideas with other people. Ask the students whether a secretary, a cook, an engineer, or a scientist could find work by reading the want ads. Help them to understand that all four could find work--is it easier in large cities than in small communities?

Students may discuss how the job options in their own community compare with those they have found in the city. Students may discuss the reasons for similarities and differences between community and city job options.

◆ Objective: As a result of this activity, students will be able to describe the costs and benefits of migration.

Activity: To lead children to a greater awareness of the costs and benefits of migration, the teacher should set up two "recruiting desks," each run by a student. One desk would represent the

home community; the other desk would represent the nearest metropolitan community. Each desk would contain descriptions and pictures of job opportunities, recreational activities, educational activities, cultural activities, living conditions and crime rates for the community. Each student should investigate the information on both communities and then choose the one he or she would like to live in. He/She should then write a position paper discussing the choice. Selected papers should be read in class and discussed.

- Objective: As a result of this activity, students will be able to understand the imperfections of the job market caused by discrimination.

  Activity: Students may collect data from government statistics on wages paid to ethnic groups and to women in comparison with Anglos and males. Students will investigate whether the labor market in their own community reflects similar trends. Local civil rights leaders representing ethnic and women's groups could be invited to the class to explain these differences and suggest what the government and community should do to equalize income and job opportunities between ethnic groups and Anglos and men and women.

- Objective: As a result of this activity, students should become aware of differences in job opportunities according to sex and ethnic background.

  Activity: Students should make up a list of what they would like to do, and check to see how many women and how many ethnic group members have attained that position. They should try to discover the reasons if the number is unusually high or unusually low.

- Objective: As a result of this activity, students should recognize patterns of on-the-job discrimination and the political attitude of the community toward equal-opportunity legislation in this area.

Activity: The class may form into two committees. One committee will investigate discrimination on the job due to sex and the other may investigate discrimination on the job due to race. These committees may present their findings following the steps of the problem-solving approach. Then, the students should investigate the mood of the community and the city council concerning passage of local or state legislation prohibiting on-the-job discrimination.

- Objective: As a result of this activity, students should become aware of the extent of the generation gap concerning the work ethic.

Activity: High school students may conduct a survey of people in several age groups, using the following questions:

1) Do you believe that an occupational commitment is important to happiness?
2) Is it fair that people collect welfare payments from the government when they can work?
3) Do you think that teaching young people to do hard work for its own sake is important?
4) Do you think that workers could do the job better if there were fewer rules concerning what and what not to do?
5) What job would satisfy you more: to be an employee or independent? Would you be willing to give up a secure job as an employee and take the risks involved in independent work?
6) Do you think you could earn a living by working as a craftsperson? If so, what craft?

After the completion of this survey, students should discuss the following question: Is the attitude of youth toward careers and the work ethic similar to or different from that of the older generation?

Leisure Awareness Activities

The history of increasing amounts of free time is also the history of decreasing amounts of time devoted to work. At first, humanity's entire existence was devoted to hunting and gathering food, making clothing and tools, and providing shelter. With the development of technology, many of these needs could be satisfied more easily. In the early industrial period, both youths and adults worked long hours--up to 14 or 16 hours a day--which allowed very little free time. As working time was decreased because of union demands and legislation, the amount of available free time increased. As the trend toward a shorter work week continues, we can expect the amount of free time to increase further still. In addition, the growing trend toward compulsory retirement is shortening the work-life of the adult and substituting for it free time.

Not only has the amount of free time increased--and increased dramatically within this century--but the number of options for how free time may be used has also increased. Early in our history, free time--especially in rural areas--was used for work-related activities, such as cornhusking and quilting bees. Although the range of leisure options has remained narrow in small communities, it has broadened considerably in large cities. Both of these trends have significant educational implications.

In small communities, youth looks with great envy toward the leisure activities available in the large cities where it seems that "it's all happening." Many times the feeling that "there's nothing to do here" motivates youth to leave small communities for larger cities. The attraction of thousands of rural youths to urban centers can create within the cities a sizeable population of displaced persons.

The wide range of leisure options available in urban communities frightens many parents who raise their children in those environments. They look upon many of the available leisure activities as threats to the morality of their children, and thousands of families escape from the "sinful" cities to the "wholesome" suburban communities, thus creating suburban communities of displaced persons and leaving behind them cities characterized by hardcore poverty and populated by families which are too poor to make the move to the suburbs.

In small communities that do not offer a wide spectrum of leisure activities, it is important that students develop a creative rather than a passive way of spending their leisure time and that they be given skills that will enable them to generate meaningful leisure activities for themselves. In large communities, students need to develop skill in selecting leisure activities that will help create meaning in their lives rather than merely filling time.

It is the task of educational and cultural leaders in both small and large communities to help youth develop leisure activities which will meet the following criteria:

1) The leisure activity should be resource saving rather than resource wasting.
2) The leisure activity should promote good mental and physical health.
3) The leisure activity should encourage optimum personal development, so that the students may realize their best potential.
4) The leisure activity should contribute to the well-being of the general community.
5) The leisure activity should be creative, calling upon the talents and imagination of the student.

These criteria should be applied to activities students feel are fun to pursue. Activities that impose a value structure foreign to the student or that the students are directed to pursue will be classified as work and, thus, will not perform the recreative function of leisure activities in allowing the student time to assimilate experience and to relax and regenerate the personality.

- Objective: As a result of this activity, students will be able to evaluate the merits and demerits of the leisure activities pursued by members of the class.

  Activity: The teacher can help the class develop criteria for defining "leisure time." Distribute a questionnaire that asks these questions:

  1) How much of your afterschool time do you consider free time?

2) How much of this free time do you spend on the following activities:

a) reading
b) writing
c) practicing music
d) engaging in sports
e) visiting with friends
f) pursuing crafts and hobbies
g) watching television

3) Do you feel you have enough free time? Why or why not?

After the teacher has collected the responses, which should remain anonymous, a group may tally them. Then the class should discuss them, evaluating leisure activities by criteria they develop themselves.

- Objective: As a result of this activity, students will discover the importance of developing their talents and interests through hobbies and discover the variety of hobbies and how hobbies may grow into careers.

  Activity: The class will invite as guest speakers people who have demonstrated creativity in their occupations: writers, artists, musicians, librarians, professional athletes, scientists, craftspeople, mechanics, and so on. (If speakers from some of these categories are not available for classroom speaking, students may gain information on these fields from autobiographies and reference works.) The class may also invite parents and other community members who are pursuing hobbies outside their careers.

- Objective: As a result of this activity, students will be able to describe existing types of social and recreational activities and facilities in the community and list the major recreation needs of the community.

Activity: Students are assigned the task of determining what the recreational opportunities of the community are. Based on their list, they might be asked to:

1) Recommend that recreation be available for a typical evening on the town for:
    a) a teenager
    b) people in their 20s
    c) people in their 40s
    d) retired people
2) List all the options for each of these groups, and then do the same for what would be available for each group on a Sunday afternoon.
3) Following these efforts, discuss these questions:
    a) Are the recreational opportunities for all age groups well-balaned?
    b) Which group has the most opportunities? the fewest?
    c) Do you think the recreational opportunities offer a wide variety of activities?
    d) What things are missing? Would people leave the area because of this?
    e) What activities are possible only in your area? Would people move to an area like this because of them?
    f) Are there recreational activities that do not take place because of community attitudes? Explain.
    g) Do opportunities for recreation affect people's decisions about where they live, where they work, and what they will accept for an income? Explain.

As a follow-up activity, assign students the task of improving facilities for the people of the community. First do a "needs assessment" to find out what the needs and desires are for recreation by the people of your community in all age groups. After completing

the assessment make specific recommendations for new facilities and programs for the community. Present the recommendations and the results of the assessment to the members of the community through the construction of a display or a slide-tape show.

- Objective: As a result of this activity, students will become aware of the leisure activities within their own community.

  Activity: Students should prepare a bulletin board titled "Cultural Events in Our Community." This should be regularly updated. Students should be encouraged to participate in the cultural and leisure-time events that they become aware of and to report back to the class on the nature of the leisure event and its merits and/or demerits as an option.

- Objective: As a result of this activity, students will become aware of the difference in quantity and quality of leisure activities in a large city and a small town and of the need for developing skills in choosing leisure activities wisely.

  Activity: Students may compare local, regional, and metropolitan newspapers to determine (1) the range of leisure options available and (2) the frequency with which various leisure options are offered. Students may discuss the following problem: if they could have three options for leisure in a metropolitan area, what would they choose and why? Students may also discuss whether it is possible to have too many options for leisure-time activities. Do the students see any disadvantages to a wide range of leisure options?

Future Awareness Activities

Future awareness is perhaps the most important awareness to develop within the student, for indeed we must prepare the students for the future if the educational process is to have any function at all. The task of instilling future awareness becomes more and more difficult as the classroom is further and further removed from the point at which students

leave school to enter their futures. The future for which a senior is preparing is only one year away and can be anticipated with some degree of certainty; the future that the first grader will enter is over ten years away and knowing how to impart knowledge that will be usable a full decade in the future is a serious challenge.

Since the beginning of civilization, it is faith in and a keen vision of the future which has sustained individuals and kept civilizations alive and pushed them forward. The sparks of this vision lie in every human spirit, in every human heart.

The image of the future which our vision shows determines whether steel will be used for swords or for plowshares. If our vision of the future is high, we will produce plowshares; if our vision is low, we will produce swords. The tools we forge today as the result of our vision of the future will determine the fate of our civilization in that future.

Since humans first gained the ability to dream, writers, poets, philosophers, and prophets have spoken of Utopia, a world in which knowledge, love, compassion, justice, and happiness prevail. In recent years, many of our best hopes for the future have been challenged. Our hope for still higher standards of living has been challenged by resource scarcities. Our trust in the political leadership of the nation has been challenged by revelations or corruption in the Congress and the White House. Out hopes for our cultural system have been blasted by the failure to employ human reasoning abilities to create a technology not characterized by destruction of the environment or to employ pragmatism to solve the social problems that blight our communities.

These considerations must be our point of departure as we envision the future of our communities. We must try to understand where they are headed as a result of the tremendous changes they are currently undergoing--as homogeneous value systems are replaced by heterogeneous ones, as rural communities become suburban or are left in the backwash of progress, and as urban communities struggle to retain their human dimensions amid buildings that overshadow their parks and freeways that overrun their backyards.

Students must become aware of what these changes mean for their future options in their own communities and in the communities they may

move to. They must see these changes around them as challenges rather than as occasions for despair.

- Objective: As a result of this activity students will learn to use information on present conditions as a tool for determining the probable future of their community.

  Activity: Students may prepare a survey addressed to the question, What will happen if present trends in our community continue? Students may develop survey questions along these lines: If present trends in our community continue

  1) will the community grow or decline?
  2) will the crime rate raise or fall?
  3) will our environment become more or less polluted?
  4) will the community labor force increase or decrease?
  5) will unemployment in the community increase or decrease?
  6) will my future job options increase or decrease?

  Depending on the answers to the survey, the class may rephrase the questions as problems and the study of these problems may become a classroom project for the semester. In developing future awareness in relation to the problem-solving process, it is important to stress that, because one wants to solve a problem today, the impact of today's solution 30 years hence is seldom considered. The future impact of solutions should be a major consideration in the problem-solving process.

- Objective: As a result of this activity, students will be able to comprehend the importance of the process of adaptation in a community.

  Activity: To help students become aware that every period in history has encountered the problem of change and adaptation, they should study the history of the community to identify those periods in which natural, technological, and human forces challenged predictability. Through research, the class may prepare papers on how generations of the past faced these

challenges and adapted their lives to them. These challenges may have been caused by flood or earthquakes, by mechanization of industries, by massive in- or out-migration, and the like.

◆ Objective: As a result of this activity students will be better able to express their personal feelings about the future of their own community and to gain an understanding of what their peers feel about their community's future.

Activity: Ask each student to write a paper entitled "(community name) in 1999, Through the Eyes of (student's name)." The teacher should instruct the students to write about their community's future in terms of whether it will offer:

1) a desirable environment in which the student would like to settle for life;
2) job opportunities that the student would like to accept;
3) educational and social opportunities for the student's children; and
4) opportunities for the student to fulfill his or her dreams.

Compile all the papers into a class book. If possible, make a copy for each student, or at least five to ten copies to circulate. After all students have had a change to read the book, discuss the following questions:

1) Does the class as a group feel optimistic about the future of the community?
2) What desirable things about the community's future were brought out? What undesirable things?
3) Do you feel the papers represent the gener l feeling toward the community's future of its young people today?

◆ Objective: As a result of this activity, students will be able to list the factors influencing their future option to remain in or leave their community after high school.

Activity: You are mayor of your town. You have been asked to give a speech to this year's graduating class at the high school. The title of the speech is "Community--A Challenge to the Youth." Write the speech you would give considering the following points:

1) How can community offer challenge for capable young people to stay?
2) What should be the financial and nonfinancial factors for young people to consider in deciding to stay or leave?
3) How can we "dream" together to make a better community?

Knowledge Awareness Activities

As a result of these activities, students will come to understand that there are theoretical designs that underlie the multitude of personal experiences. Theory simplifies reality; it helps students discover a design which underlies the seemingly chaotic world they experience. The teacher must help students understand the pattern of their experiences by helping them understand the pattern of system operations in their world and the theoretical framework in which these systems operate. Our value commitment to practicality and pragmatic action weakens respect for theory, and yet an understanding of theory is important for an understanding of events and actions.

The framework of the fundamental ideas of the social science disciplines is presented in the pages that follow. Although these frameworks may at first seem confusing and recondite, they may be more easily understood and coordinated if one bears in mind that the theme in each discipline is *negotiation*.

1) In economics, negotiation takes place in the market, between unlimited wants and limited resources.
2) In political science, negotiation occurs as unlimited demands are answered by a reasonable limit of binding decisions.
3) In sociology, negotiation goes on between societal values and the beliefs and value commitments of individuals and groups.

4) In anthropology, negotiation takes place between society's demand for cultural continuity and pressures for cultural change from such ources as science and technology.

5) In social psychology, negotiation takes place between the personality and the demands of a changing society that the personality also change.

6) In the search for legal justice, negotiation takes place between the letter and the spirit of the law.

The fundamental ideas of the social science disciplines and the search for justice can be related to the students' experience with increasing depth and complexity from kindergarten through grade 12. Conceptualization grows with the increasing organic development of the child, and therefore the curriculum that relates ideas with increasing depth and complexity is termed the organic curriculum.

The fundamental ideas of the social science disciplines and the search for justice are represented graphically in Figures 10-15 on pages 87-92. It should be stressed that these charts are not designed to be presented to the students; they are for curriculum builders to use in understanding the theoretical framework of the classroom activities they may develop.

These fundamental ideas of the social science disciplines are too general to be applied in the preparation of a Community Social Profile and a curriculum. To become a useful tool, these fundamental ideas must be related more closely to the social process of the specific community under study.

The following pages demonstrate how the fundamental ideas of the social sciences may be related to the social profile of the community in a curriculum. The format used here differs somewhat from the format of the preceding sections of this Part. First, a complete set of social science knowledge objectives is provided; these learning activities related to specific, selected objectives are described.

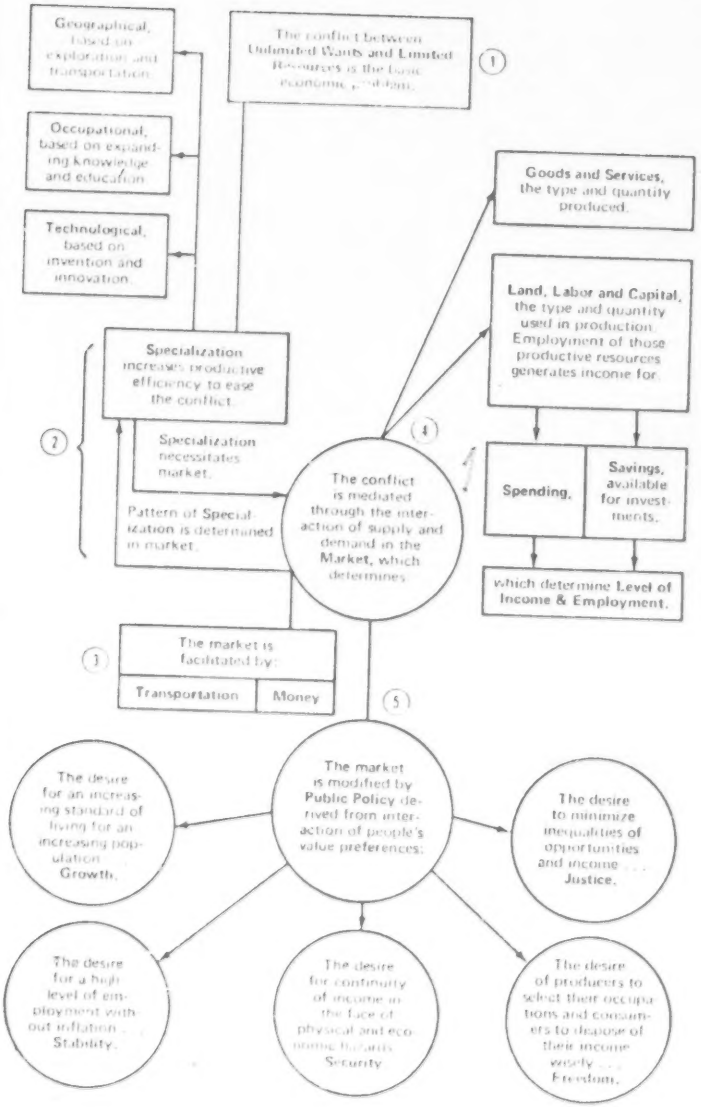
Social Science Objectives. The knowledge objectives of the curriculum based on the Community Social Profile may be outlined as follows:

1) Economics

a) The economic base of the community determines and limits the economic choices of individuals.

Figure 10.

FUNDAMENTAL IDEAS OF ECONOMICS


Geographical, based on exploration and transportation.
Occupational, based on expanding knowledge and education.
Technological, based on invention and innovation.
The conflict between Unlimited Wants and Limited Resources is the basic economic problem.
1
Goods and Services, the type and quantity produced.
Land, Labor and Capital, the type and quantity used in production. Employment of those productive resources generates income for
Specialization increases productive efficiency to ease the conflict.
2
Specialization necessitates market.
Pattern of Specialization is determined in market.
The conflict is mediated through the interaction of supply and demand in the Market, which determines
4
Spending,
Savings, available for investments,
which determine Level of Income & Employment.
3
The market is facilitated by:
Transportation
Money
5
The market is modified by Public Policy derived from interaction of people's value preferences:
The desire for an increasing standard of living for an increasing population . . . Growth.
The desire to minimize inequalities of opportunities and income . . . Justice.
The desire for a high level of employment without inflation . . . Stability.
The desire for continuity of income in the face of physical and economic hazards . . . Security.
The desire of producers to select their occupations and consumers to dispose of their income wisely . . . Freedom.

(1) The central idea of economics is the scarcity concept, namely, that every society faces a conflict between unlimited wants and limited resources.

(2) Out of the scarcity concept a family of ideas emerge. Because of scarcity, man has tried to develop methods to produce more in less time, or more with less material and in shorter time. Various types of specialization were discovered in order to overcome the conflict between unlimited wants and limited resources. We specialize geographically, occupationally, and technologically.

(3) Because of specialization, we are interdependent; interdependence necessitates a monetary system and a transportation system.

(4) Men had to discover an allocating mechanism and this is the market, where through the interaction of buyers and sellers price changes occur. Prices determine the pattern of production, the method of production, income distribution, and the level of spending and saving, which, in turn, decide the level of total economic activity.

(5) The market decision is modified by public policies, carried out by the government, to assure welfare objectives. These welfare objectives are determined in the United States through the political interaction of 200 million people that generates thousands of welfare objectives that can be reduced to five: attempts to accelerate growth, to promote stability, to assure economic security, to promote economic freedom, and to promote economic justice.

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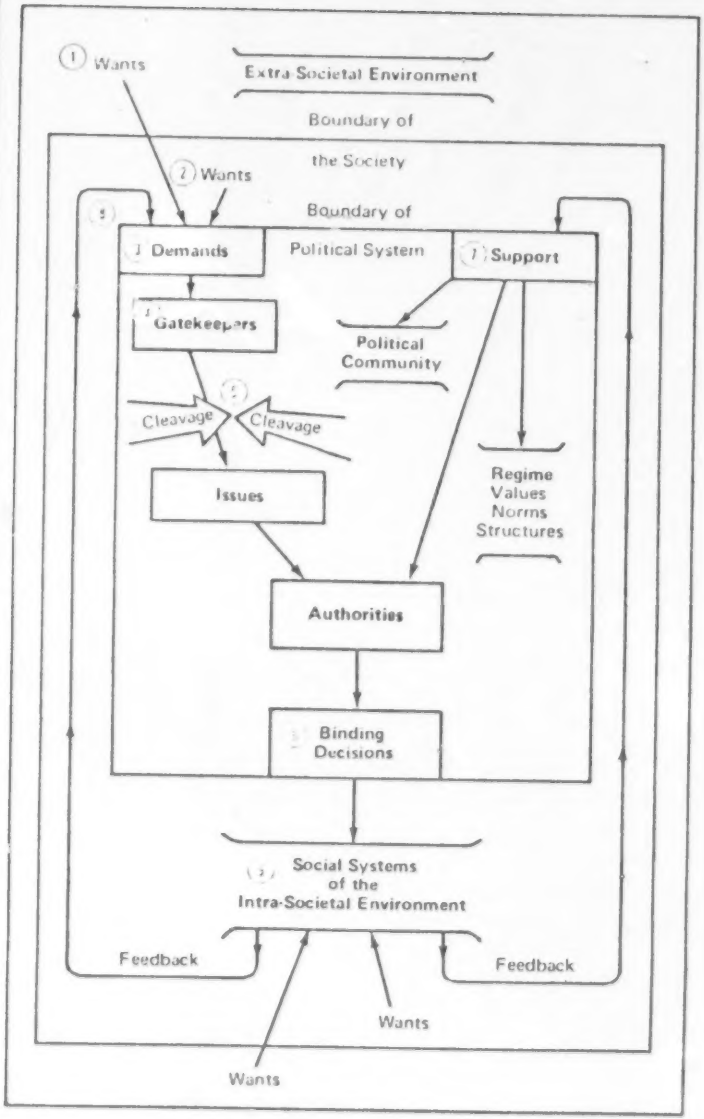
Figure 11.

FUNDAMENTAL IDEAS OF POLITICAL SCIENCE



The theoretical structure of Political Science has been developed with Professor David Easton of the University of Chicago.

(1) Members of society have many wants, which they hope to satisfy.

(2) Some of these wants will be satisfied through the economic, family, educational, and religious systems. Wants that cannot be satisfied by any of these systems are channeled to the political system.

(3) As the people's wants enter the political system for satisfaction, they become demands. These demands are screened.

(4) The screening process operates through formal or informal organizations. These organizations act as gatekeepers. Some of the demands vanish. Others become issues debated in the political community, a group who share a desire to work together as a unit in the political solution of problems.

(5) The issues are molded by cleavages in the political community and by the authorities who translate these demands into binding decisions.

(6) The binding decisions affect the social systems and the participants in them, generating positive or negative support.

(7) The support may be directed toward the political community; toward the regime, a political system that incorporates a particular set of values and norms and a particular structure of authority; and/or toward the authorities, the particular persons who occupy positions of political power within the structure of authority.

(8) The binding decisions generate new wants, which appear again at the gate of the political system asking for recognition.

(9) The source of the support for the political community, regime, and authorities may originate from the social systems in the forms of education, patriotism, and other mechanisms.

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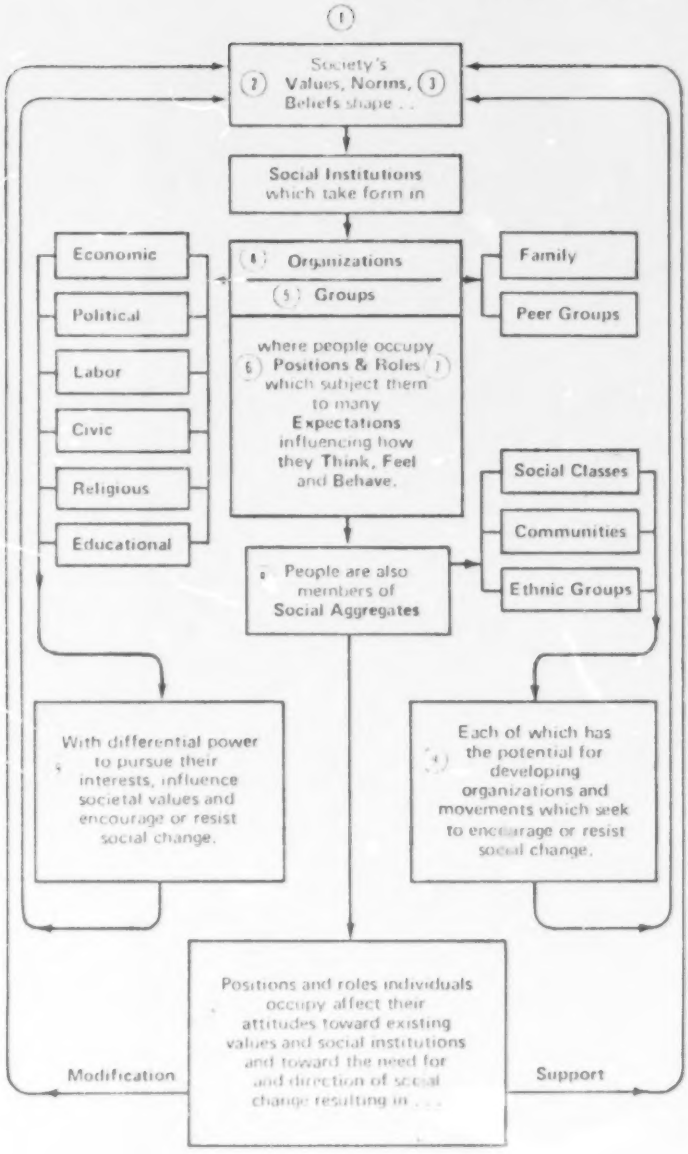
Figure 12.

FUNDAMENTAL IDEAS OF SOCIOLOGY


(1)
(2) Society's Values, Norms, (3) Beliefs shape . . .
Social Institutions which take form in
Economic
Political
Labor
Civic
Religious
Educational
(4) Organizations
(5) Groups
where people occupy (6) Positions & Roles (7) which subject them to many Expectations influencing how they Think, Feel and Behave.
Family
Peer Groups
(8) People are also members of Social Aggregates
Social Classes
Communities
Ethnic Groups
(9) With differential power to pursue their interests, influence societal values and encourage or resist social change.
(10) Each of which has the potential for developing organizations and movements which seek to encourage or resist social change.
Positions and roles individuals occupy affect their attitudes toward existing values and social institutions and toward the need for and direction of social change resulting in . . .
Modification
Support

The theoretical structure of Sociology has been developed with Professor Robert Perrucci of Purdue University.

(1) Human societies exhibit patterned social behavior that can be described and explained.

(2) Much of the human behavior is guided by shared values that people voluntarily follow.

(3) Also, much human behavior is guided by a set of norms and beliefs that people follow under the threat of punishment or promise of reward.

(4) One important part of the social system is organizations. People work together in organizations to achieve specific goals.

(5) Another important part of the social system is groups. People come together informally—some to strengthen their common values, some to strengthen their emotional identification.

(6) Organizations and groups have many positions that people fill. Positions are more formal in organizations than in groups.

(7) The unique way a person fills a position is his role. People play roles differently depending on other people's expectations and on their own attitudes, personalities, and life experiences.

(8) Another important part of the social system is social aggregates. Social aggregates consist of people who have many socially significant characteristics in common and therefore have the possibility of developing organizations for social action.

(9) Two types of forces tend to shape organizations and social aggregates. Some forces lead to stability and regularity, such as recognition of complementarity, isolation of one organization from another, compromise, and submission. Other forces lead to tension and strain, such as uneven distribution of values and power that may result in human rights revolutions.

(10) Values, norms, beliefs, organizations, groups, positions, roles, and social aggregates influence human behavior and the makeup of the social system resulting in support or modification.

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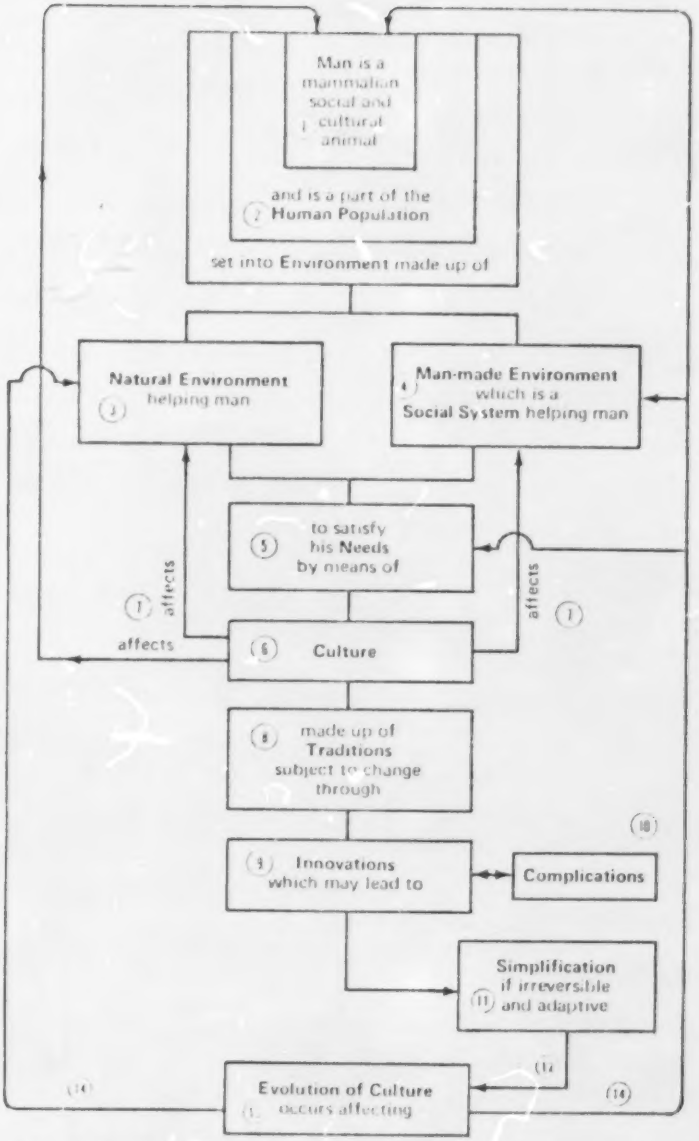
Figure 13.

FUNDAMENTAL IDEAS OF ANTHROPOLOGY


Man is a mammalian social and cultural animal
and is a part of the (2) Human Population
set into Environment made up of
Natural Environment (3) helping man
(4) Man-made Environment which is a Social System helping man
(5) to satisfy his Needs by means of
(7) affects
affects
affects
(7)
(6) Culture
(8) made up of Traditions subject to change through
(10)
(9) Innovations which may lead to
Complications
Simplification (11) if irreversible and adaptive
(12)
(13)
(14)
(14)
Evolution of Culture (1) occurs affecting

The theoretical structure of Anthropology has been developed with Professor Paul Bohannan of Northwestern University.

(1) Man may be looked upon as a mammalian, social, and cultural animal.

(2) Man is a member of the human population.

(3) The human population lives in an environment—a natural environment and a man-made environment.

(4) The man-made environment represents a social system.

(5) The purpose of a social system is to satisfy man's needs.

(6) The structure and functioning of the social system are shaped by man's belief system called culture.

(7) Culture affects the natural as well as the man-made environment and also affects man and his needs.

(8) Culture is made up of many traditions that are the result of accumulated knowledge, artifacts, and customs.

(9) To meet his culturally limited goals, man innovates (invents and borrows inventions). Innovations challenge tradition and the social system.

(10) If innovation leads to complications, the social system generates further innovations.

(11) Further innovations may lead to simplification.

(12) The innovation may become irreversible.

(13) If the simplified innovation improves man's chances of survival, then innovation becomes adaptive and evolution of culture occurs.

(14) Evolution of culture may change the natural and man-made environment, and it may change man and his needs.

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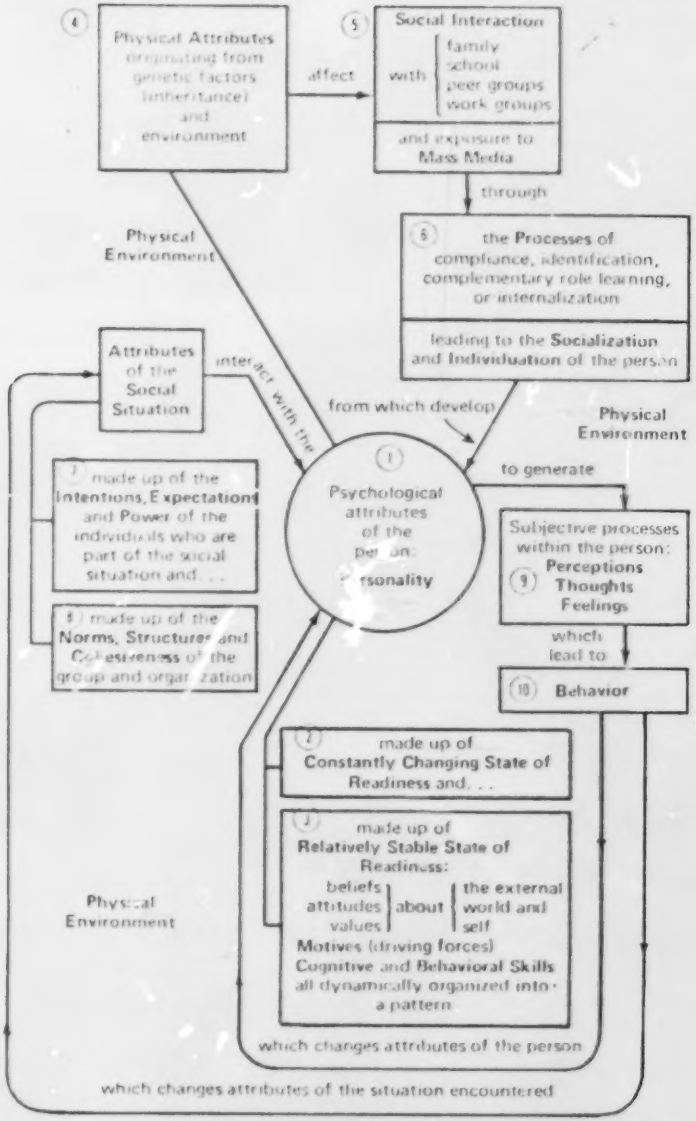
Figure 14.

FUNDAMENTAL IDEAS OF SOCIAL PSYCHOLOGY


(4) Physical Attributes originating from genetic factors (inheritance) and environment
affect
(5) Social Interaction with family, school, peer groups, work groups and exposure to Mass Media
through
(6) the Processes of compliance, identification, complementary role learning, or internalization leading to the Socialization and Individuation of the person
Physical Environment
Attributes of the Social Situation
interact with the
from which develop
Physical Environment
(1) Psychological attributes of the person: Personality
to generate
(7) made up of the Intentions, Expectations and Power of the individuals who are part of the social situation and. . .
(8) made up of the Norms, Structures and Cohesiveness of the group and organization
(9) Subjective processes within the person: Perceptions Thoughts Feelings
which lead to
(10) Behavior
(2) made up of Constantly Changing State of Readiness and. . .
(3) made up of Relatively Stable State of Readiness: beliefs attitudes values about the external world and self
Motives (driving forces)
Cognitive and Behavioral Skills
all dynamically organized into a pattern
Physical Environment
which changes attributes of the person
which changes attributes of the situation encountered

The theoretical structure of Social Psychology has been developed with Professor Donald Weatherley of the University of Colorado.

(1) Every person has a personality, an inner state of readiness to respond to social situations in a unique way.

(2) Personality is made up of a constantly changing state of readiness that enables a person to adapt to changing social situations.

(3) Personality is also made up of a relatively stable inner state of readiness, which is influenced by a person's image of the world and himself. This image is influenced by a person's beliefs, attitudes, and values and by his motives and cognitive and behavioral skills.

(4) Personality is shaped by physical attributes and an individual's interaction with others. Physical attributes originate from genetic factors and the environment.

(5) Physical attributes affect a person's social interaction with family, school, peer groups, and work groups. Exposure to mass media also affects the development of a personality by providing "heroes" and temporary escape from reality, and by reaffirming dominant cultural values.

(6) Social interaction influences personality through the process of social learning: learning through rewards and punishments, imitation, the desire to compliment others' behavior, and learning because something makes sense. This leads to socialization and individualization of the person.

(7) A person's reaction to another person in a social situation will depend on his personality and the other person's intentions, expectations, and power.

(8) A person's reaction to an organization or group will depend on his personality and the norms, structures, and cohesiveness of the organization or group.

(9) A person in a given social situation generates perceptions, thoughts, and feelings.

(10) Perceptions, thoughts, and feelings lead to behavior. A person's behavior in a social situation continually changes that situation. Social behavior also affects and changes an individual's personality.

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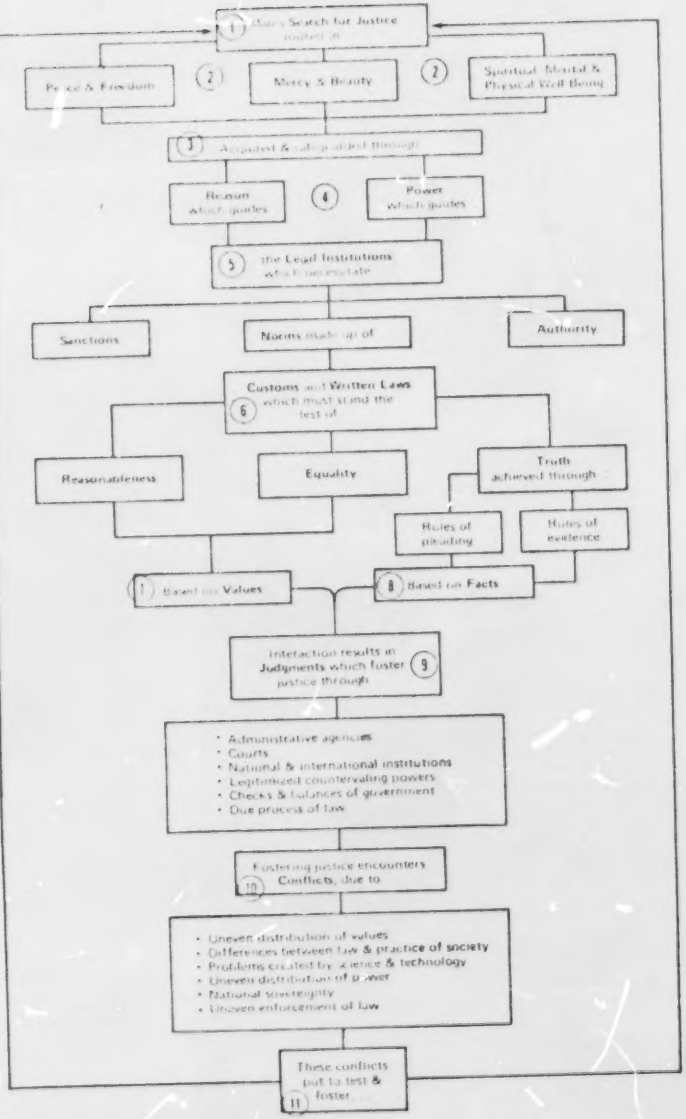
Figure 15.

FUNDAMENTAL IDEAS OF LAW AND THE SEARCH FOR JUSTICE


Peace & Freedom
Mercy & Beauty
Spiritual, Mental & Physical Well Being
Reason which guides
Power which guides
Sanctions
Norms made up of
Authority
Customs and Written Laws which must stand the test of
Reasonableness
Equality
Truth achieved through
Rules of pleading
Rules of evidence
Based on Values
Based on Facts
Interaction results in Judgments which foster justice through
• Administrative agencies
• Courts
• National & international institutions
• Legitimized countervailing powers
• Checks & balances of government
• Due process of law
Fostering justice encounters Conflicts due to
• Uneven distribution of values
• Differences between law & practice of society
• Problems created by science & technology
• Uneven distribution of power
• National sovereignty
• Uneven enforcement of law
These conflicts put to test & foster

The theoretical structure of Law and the Search for Justice has been developed with Professor Joseph Lazar of the University of Colorado.

(1) One of man's most noble qualities is his search for justice.

(2) Justice cannot be obtained unless the members of society enjoy peace and freedom, possess a sense of mercy and beauty, and have a concern for society's spiritual, mental, and physical well-being.

(3) Supported by these qualities, justice may be acquired, and safeguarded, through reason and possession of power.

(4) Reason and power guide the establishment, operation, and change of legal institutions.

(5) Legal institutions necessitate sanctions (reward and punishment); norms (standards of behavior); and authority (power to enforce obedience).

(6) Norms are made up of customs and written laws. Both must stand the test of reasonableness, equality, and truth.

(7) Reasonableness and equality are based on values. They cannot be determined by objective standards.

(8) Truth is based on facts. Truth may be achieved through rules of pleading (the process of assertions and counterassertions) and rules of evidence (the testing of the validity of assertions and counter-assertions).

(9) Interaction between reasonableness and truth results in judgments that foster justice through a variety of institutions and balancing powers.

(10) Fostering justice may be hindered by conflicts due to many factors.

(11) These conflicts put to test and stimulate man's search for justice.

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b) The economic base of the community, as it relates to other communities, determines the flow of human and nonhuman resources among the communities.

c) Every individual considering migration must weigh the economic costs and benefits of his or her decision, recognizing that many costs and benefits of migration cannot be expressed in monetary terms.

d) The economic base of the community depends upon the availability of natural and human resources, upon the availability of savings, upon a political climate favorable to business, and upon a transportation and communication system connecting the community to its markets.

e) The economic base of the community and the size of its market affect the sensitivity of the community to changing national and world conditions.

f) The economic base of the community is affected by science and technology and by the community's attitude toward new ideas.

g) Because of the growth of science and technology, the composition of the American labor force has shifted from unskilled to skilled labor and from goods-producing toward service-producing industries. This shift affects the employment opportunities of youth, both at home and in other communities.

h) Changes in the economic base of the community may result in the economic growth or decline of the community.

i) The economic base of the community affects the quality of life of the citizens of the community.

j) Many communities in the United States suffer from chronic depression caused by the obsolescence of their industry, by geographic isolation, by the exhaustion of resources, and by a shift of demand away from the goods and services the community produces.

k) Differential rates of economic change in communities stimulate migration between communities.

l) Imperfections in the migration pattern due to lack of knowledge, inappropriate job training, or differing personal values may create serious problems for migrating youth.

m) An understanding of how the economic system functions within a community is essential if young people are to become successful, participating members of the economic life of the community.

2) Political Science

a) The community's political system is an open system because it interacts with its environment. This environment consists of both (a) the natural environment and (b) the human environment, composed of businesses, families, churches, schools, and civic organizations.

b) The environment may be divided into an intrasocietal environment, which is the environment within the political boundaries of the community; and the extrasocietal environment, which is outside the boundaries of the community and includes the state, regional, and national political systems. Sometimes the intrasocietal system functions independently; at other times it functions in interaction with the extrasocietal.

c) The political system is a goal-oriented system that responds to the needs of the people created by both the natural and the human-made environments and by the intrasocietal and extrasocietal environments.

d) The distribution of political power in any community has a great influence on the economic and cultural development of the community.

e) The distribution of the political power in a community determines the social priorities of the community.

f) The number of political demands in most communities far exceeds the availability of resources to satisfy the demands. Therefore it is very important that the desires of the authorities properly reflect the priorities of the community.

g) The political priorities of a community and the ways they are treated reflect the dominant values of the community.

h) The reaching of community goals is determined in large part by the wealth of the community, its tax structure, the nature of its political leadership, the distribution of political power, and its willingness and ability to attract state and federal financial assistance.

i) The articulation of community goals is distorted by indifference and lack of participation of some individuals and groups in the political system.

j) The lack of political participation by the community's youth may lead to a lack of identification with the community and a desire to leave the community.

k) The extent of political participation in the community and the influence exerted by special interest groups determine the distribution of power and the quantity and quality of the political output of the community.

l) The output of the political system is a binding decision produced by the instruments of political authority. A binding decision means that the authorities allocate resources authoritatively as a response to pressures generated by the different environments.

m) These pressures take the form of political demands which are outgrowths of autonomous forces, such as science and technology, or of previous binding decisions. Political demands may be expressed in the form of newspaper articles, demonstrations, public opinion, support of certain candidates, or support of certain interest groups. Conflicting demands within the political system may create stress within the community at large.

n) Binding decisions create two forms of feedback in the political system:

    (1) One form creates new demands due to dislocation.

    (2) The other form creates favorable or unfavorable support of subsystems of the political system:

values and norms, authority, and the political community. Negative support in these areas may lead to changing norms, election and appointment of new officials, outmigration of individuals, or the termination of business and other organizations.

o) It is an American tradition to accept responsibility voluntarily and to delegate responsibility to the government only when individuals cannot achieve the defined social goals by themselves.

p) The activities of the city council and the political awareness and participation of community members determine the quality of the political life of the community.

q) The smooth functioning of the political system of the community may be hindered by:

(1) demands that overload the system periodically or totally;

(2) demands that are clogged in the channels of the political system and never reach the authorities for decisions;

(3) demands that are in conflict with the values underlying the social system;

(4) the unwillingness or inability of the authorities to act on the demands of the political system;

(5) the inability of the authorities to achieve sustained, favorable support of the political community;

(6) the uneven distribution of political power;

(7) a bureaucracy which may destroy creative thinking and self-direction; and/or

(8) inadequate anticipation of the future.

r) In order to participate in a community's political decision-making processes, young people must understand the political channels to be followed in expressing their own political viewpoints and demands.

3) Sociology

a) In every community two forces are operative: forces of conformity and forces of nonconformity. In many communities today there are powerful forces that challenge conformity, creating high emotional commitments in many cases and engaging the attention of the entire community.

b) Values, norms, and beliefs guide the behavior of individuals and institutions.

(1) Values provide goals for action to the individual and the community.

(2) Norms are the standard of behavior that people expect from one another. The values of youth and the norms of the community may be in conflict with one another.

(3) Beliefs provide a certain way of seeing the world around us. At times, the religious beliefs of the community may be in conflict with scientific knowledge. producing contradictory or incompatible views of the world.

c) Every community has certain dominant values generated by dominant institutions such as family, church, and business. The values of these institutions may, at times, be in conflict with one another. Such conflicts have three possible resolutions:

(1) The institutions may exist in isolation from each other or with indifference toward each other.

(2) They may meet only on common ground, recognizing their mutual interdependence while ignoring their differences.

(3) One institution may use its power to eliminate institutions with which it is in conflict.

d) Institutions in the community reflect all or some of the following values:

(1) achievement and success

(2) respect for work

(3) a particular moral outlook
(4) humanitarian mores
(5) efficiency and practicality
(6) progress
(7) material comfort
(8) equality
(9) freedom
(10) external conformity
(11) nationalism (patriotism)
(12) democracy
(13) respect of the individual personality
(14) group superiority
(15) belief in science and technology

e) Organizations are the concrete manifestations of institutions. The purpose of organizations is to meet the needs of the community, although sometimes organizations are in conflict with the values of the community, do not meet community needs, or hinder problem-solving. When organizations are in conflict with the community, they have three options: they may change their goals, they may go out of existence, or they may continue operation in a clandestine manner.

f) Communities are made up of groups of people with common interests, common values, emotional identification, and full personal involvement in the group. One of the most important groups in a community is the family. In many communities, the structure and goals of families are rapidly changing. Stress on the family may result. The mobility of family members often creates loneliness.

g) Stigmatized people such as the poor and the young may form groups of their own. In many cases, people who escape from stigmatized groups are extremely jealous in guarding their new positions within the community.

h) Communities may also contain social aggregates. Such aggregates are made up of people who have certain common traits, although they do not fully identify with each other on the basis of those traits.

i) Every member of the society occupies a position in the community. The foundation of any position is the division of labor. Position helps to define what is expected from whoever occupies that position. Some groups are deprived of occupying certain positions.

j) Not everyone in an identical position acts identically in that position. People play their roles differently. These differences in "role playing" may generate interpersonal conflicts.

k) Members of the community must learn how to deal with conflicting roles and values in the community.

l) Youth must learn how to reconcile their own values with the values of the community.

m) The greater the diversity of different positions occupied by members of the community, the less likely conflicts are to arise.

n) One of the most important tasks of the community is socialization. Socialization means inculcation of the individual with the dominant social values of the community. Once this process of socialization was guided in the community by institutions with identical value commitments, such as the church and the family. Today the process of socialization is more complicated. Socialization in a community comes from many sources--such as mass media, schools committed to the scientific approach, peers, and "newcomers"--with many different value commitments. This multiple exposure during socialization creates stress. To help the young make choices among so many different alternatives, members of the community must rely on the power of reasoning and analytical thinking to enable the young to create a hierarchy of values that is in harmony with their future goals and expectations.

4) Anthropology

a) People have social needs, and the satisfaction of these needs is guided by the dominant culture of the community.

b) New ideas brought into the community create conflicts between tradition and change.

c) The degree of receptivity to new ideas by members of the community affects young peoples' decisions to remain within or to leave the community.

d) In every community, the insistence of the older generation on conserving tradition and the insistence of the young on change creates cultural conflicts.

e) The greater the contrast between the culture of the community and the culture of other communities, the greater are the problems of adjustment for migrating youth.

f) The greater the contrast between the culture of the community and the culture of other communities, the greater are the problems of accepting new ideas coming from other communities.

g) Due to the mass media, many cultural differences between communities have been lessened.

h) Local land-use patterns within the community reflect the priorities and values of the community.

i) Settlement patterns reflect the ethnic and class consciousness of the community.

j) The nature of the family structure, whether nuclear or extended, influences the transmission of heritage from one generation to the next. Extended families usually show a greater continuum of cultural heritage.

k) The heterogeneous versus homogeneous membership of voluntary organizations within a community is a measure of community segregation along racial, ethnic, and economic lines.

5) Social Psychology

a) The community's physical environment helps to shape the personalities of community members as does the community's social environment.

b) In the social environment, learning takes place through the family, school, peer groups, work groups, and the mass media.

c) The process of learning takes place through compliance, identification, complementary role learning, and generalization.

d) The power of the physical and social environment and the processes of learning vary from community to community.

e) The composition of personality is made up of stable factors (values, beliefs, and attitudes) and unstable factors (moods).

f) The personality is composed of motives to satisfy needs.

g) The personality is composed of cognitive skills (reasoning) and behavioral skills (speaking, writing).

h) The composition of one's personality affects the ways that a person behaves in economic, political, and social situations. One's personality and consequent behavior will differ according to time (age, daily mood) and space (whether one is in familiar and/or comfortable surroundings).

i) Education can play an important role in enabling students to adjust to social conditions and situations while, at the same time, preserving and fostering the integrity of the individual.

6) The Search for Justice

a) Underlying all social relationships in American society are demands and expectations for justice.

b) Attitudes toward just and unjust behavior are established through social norms and are expressed through customs and written law.

c) Justice is sought through legal institutions that interpret written laws. These institutions have legitimacy and the authority to institute sanctions.

d) Written laws, which are often the outgrowth of norms and customs, gain legitimacy through reasonableness, equity, and truth.

e) Reasonableness in the legal system is based on the American value commitment that there be proportionality between the crime and the punishment and that "cruel and unusual" punishment shall not be countenanced.

f) Equity in the legal system is based on the American value commitment to the idea that "all men are created equal."

g) Truth in the legal system is sought through the rules of pleading and the rules of evidence.

h) In some communities, the search for justice is hindered or complicated by discrepant personal or cultural values, by an inequitable distribution of economic or political power, by discrepancies between written laws and the norms of society, by special problems created by science and technology, and by the inequitable enforcement of the law.

i) Traditionally, injustice in America has been reduced through the political process and, in some cases, through recourse to civil disobedience. If neither of these processes is successful in reducing injustice, violence may result.

Social Science Activities. To build a bridge between the fundamental ideas of the social sciences and the curriculum, the fundamental ideas must be related to the students' experiences. Experiments have show that young peoples' experiences are potentially so meaningful that the fundamental ideas of the social science disciplines can be related to them, in every grade, with increasing depth and complexity. Out of the presentation of these fundamental ideas, the organic curriculum emerges.

Themes, in every grade, must be selected in such a manner that the total educational experience will reflect *all* of the social science disciplines. For example, in the first grade, the study of the parents' occupations will invite the use of the fundamental ideas of economics as it related to the division of labor and sociology as it relates to positions and roles. The following samples of student activities demonstrate the ways the fundamental ideas of the social science disciplines may be related to the students' experiences and to the structure and functions of the community.

Economics Activities. The following classroom activities will help reveal the theoretical structure underlying the economic dimension of the community.

- Objective: As a result of this activity, students should be able to understand the importance of the "multiplier effect."

Activity: The students may act out the following simulation:

Scene 1: A new business opens in the community. The boss hires workers and the workers receive wages. The workers spend the wages (a) in the grocery store for vegetables, (b) in the clothing store for shirts, and (c) in the sporting goods shop for skis. The grocer then calls a farmer and orders more vegetables; the clothing store owner calls the shirt factory and orders more shirts; and the sporting goods shop calls the ski factory and orders more skis.

The students should discuss the importance of this chain-reaction. If the worker spends $20 on vegetables, part of this $20 will be paid to the farmer who, in turn, buys fertilizer, hires manual laborers, buys seed, etc. Similar reactions take place through the clothing store and the sporting goods shop. Students may discuss these chain reactions. They may also discuss how the location of the producer inside or outside the community affects the multiplier effect in the community.

Scene 2: The class acts out the chain reactions to the closing down of a business in the community. Students should follow the impact of this upon all three of the stores mentioned in Scene 1.

- Objective: As a result of the following activity, students will understand how natural and human-made environments shape the economic base of a community.

Activity: The class may be divided into five committees. Each committee will discuss one of the following factors that determine the way a community earns its livelihood. The committees may illustrate the point by identifying cities where the factor the students represent plays an overwhelming role in shaping the economic base and the ways people earn their living.

Committee One: Location as a Resource. This committee will study the population distribution of the U.S. and relate density of population to location of durable and nondurable

goods industries, such as automobile and appliances, which are found mostly from New York to Michigan.

Committee Two: Natural Resources. This committee will study the interrelationship between topography, climate, and industries such as lumbering, farming, ranching, seed growing, and tourism.

Committee Three: Human Resources. This committee will study how concentration of certain skills stimulates specialized economic bases; for example, Rochester, Minnesota; Cambridge, Massachusetts; Santa Fe, New Mexico; Elgin, Illinois; Detroit, Michigan; Houston, Texas.

Committee Four: Financial Resources. This committee will study cities where banking is concentrated, such as New York, Chicago, Los Angeles, and Atlanta.

Committee Five: Social Facilities. This committee will study how footloose industries (independent from raw materials resources and markets, but dependent on good transportation) search for locations with amenities.

- Objective: As a result of this activity, the students should be able to apply the principle of added value to an industry in their own community.

Activity: To illustrate the concept of added value, have the students create a mural showing the steps required in the manufacture of wool sweaters. The mural should include scenes such as:

1) A sheep farmer selling raw wool to a factory manufacturing woolen goods. (The farmer is paid $2 for the amount of wool needed to produce one sweater.)
2) Workers at the factory where the sweaters are produced:
    a) washing the wool;
    b) carding (combing) the wool;
    c) spinning the wool into yarn;
    d) dyeing the yarn;
    e) knitting the yarn into sweaters; and
    f) packaging the sweaters.

3) A truck driver delivering a shipment of sweaters to a store.

4) A customer buying a sweater for $20.00.

Explain that value is added when raw materials are processed to produce finished or semifinished goods. Point out that each person involved in the manufacturing process--from the sheep farmer, who sells his wool, to the truck driver delivering a shipment of sweaters to the store--adds value to the finished product. The more value that is added in a community, the more income and employment are generated in that community.

- Objective: As a result of this activity students will be able to explain how the economic base of the community is affected by changes in technology in an industry in their community.

Activity: Identify a major industry that has been in your community for a long time. Trace it back as far as you can. Keep track of all changes in size and technology that have occurred during its history.

1) How have these changes in size and technology affected:
   a) employment?
   b) working conditions?
   c) wages?
   d) environment?
   e) size of labor force?
   f) other economic activities of the community?
2) Is the industry growing or declining?
3) What are the reasons for its growth or decline?
4) Try to project future changes in technology that will affect the industry.

Political Science Activities. The following classroom activities will help reveal the theoretical structure underlying the political dimension of the community.

- Objective: As a result of this activity, students will become aware of issues facing the community and how these issues might be solved.

Activity: Divide the class into three groups. Each group may select an ongoing political issue in the community, such as water use, land use, or pollution. The task of each committee is to follow and report on these aspects of the issue:

1) reasons that generated the political issue;
2) identification of interest groups that are supporting and opposing the issue;
3) nature of the political demand;
4) status of the political demand; and
5) prospects for and form of settling the issue;

The three groups compete with each other for accuracy and completeness of their report. Reports might be in the form of a panel, mock city council, display, sociodrama, or newspaper, among other possibilities.

◆ Objective: As a result of this activity, students will be able to discuss the operation of city council meetings and know who participates in the city council.

Activity: Attend a city council meeting in your community. (It would be good to have various students attend meetings over a two- or three-month period.) Take notes on the following:

1) How many citizens attended the meeting?
2) How many citizens other than council members actually participated in the meeting?
3) What kinds of issues were discussed?
4) Which individuals on the council seemed to have the most influence? Why?

Bring back the above information to class and discuss the following questions:

1) Who are the citizens participating most actively in the city council? What are their ages, sexes, ethnic backgrounds, income levels, etc.?
2) Do you agree or disagree with the following statement: The council meetings are a forum for big problems and the decisions the council reaches affect the lives of every resident.

Organize a sociodrama to re-enact some of the issues presented to the city council. These issues need not be exciting issues. This will allow students to see the boredom and frustrations of the city council.

Sociology Activities. The following classroom activities will help reveal the theoretical structure underlying the sociological dimension of the community.

- Objective: As a result of this activity students will become aware of the importance of occupying many positions within the community and of the difficulty of coordinating these positions.

  Activity: Students may pretend to be members of the city council living in a high-cost housing neighborhood. What conflicts would be generated within the individual if the city council were to discuss purchasing or rezoning a piece of land in the neighborhood to enable the city to build a low-rent housing project there? How can the conflict between one's position on the city council and one's position as a homeowner be resolved?

- Objective: As a result of this activity, students will become aware of the conflict that may be created between one's role as a family member and one's role as a community member.

  Activity: Students may pretend to be members of the city council. What conflicts would be generated within an individual if a special city council meeting were called for an afternoon in which one had promised to take the family on an outing? How could the conflict between one's position as a family member and one's position as a city council member be resolved?

- Objective: As a result of this activity, students should understand that the position an individual occupies in an organization linked to the outside world may create stress within the individual and the community because the organization has expectations of the person which are in conflict with the expectations of the community.

Activities: Students may act out the following situations:

The judge has before him a friend's son, who is charged with stealing. U.S. laws require a jail sentence. The judge's friend expectes leniency.

The national headquarters of a corporation instructs the manager of a local plant to lay off 50 workers. The community expects him to fight the national headquarter's decision.

- Objective: As a result of this activity, students should be able to recognize the pattern and interrelatedness of the social functions of different organizations in the community.

Activity: The class may be divided into five committees. Each committee should represent one of the following groups in the community: families, neighborhoods, schools, voluntary organizations, profit-making organizations, and government. Each committee will investigate how the organizations it represents contribute to the following functions: production, distribution, and consumption of goods and services; socialization; social control (enforcement of norms); composition of the organizations; and mutual support within the organizations. As a follow-up activity, a representative of each committee could present the findings to the class and comment on how the role of their organizations have changed during history.

Anthropology Activities. The following classroom activities will help reveal the theoretical structure underlying the anthropological dimension of the community.

- Objective: As a result of this activity, students should be able to see how community value commitments compare with national value commitments.

Activity: The class may discuss the prevalent community value commitments that influence student attitudes toward:

1) competition
2) achievement
3) work
4) money management
5) equality (racial, sexual, age)

The class should discuss how differences in attitudes between youth and the older generations of the community may create conflicts. The class should also discuss how differences in attitudes between the community at large and the rest of the nation may create cultural conflicts. Students may wish to discuss the nature of such conflicts and the means of resolving them. After the discussion, students should draw conclusions about how value commitments and value conflicts within the community affect the quality of life within the community.

- Objective: As a result of this activity, students will be able to see how the community may be affected by the influx of a new industry and why cultural conflicts might develop as a result of the influx.

  Activity: The class should identify a new industry in the community and explore the implications of its establishment in these terms:

  1) What changes in the economic and political system is this new industry creating?
  2) Is it opening or closing the opportunity structure of the community?
  3) What changes is it creating in land use?
  4) What changes is it creating in the community's way of life?
  5) What conflicts are arising between the incoming group and the "old time" community residents?

- Objective: As a result of this activity, students will be able to see how changes within the community have an impact on social organizations, such as the family.

  Activity: Students should discuss changes that are taking place in the economic and cultural sectors of the community that affect the way of life of families in the community. They may wish to explore the following areas:

1) Parental employment: Are both parents working? Has this always been the case? What changes in family life does the student see as a result of changes in the pattern of parental employment?
2) Family mobility: How long has the family lived in its present house? How frequently has the family moved? What changes in family life does the student see as a result of moves the family has made? If the family has not moved, what family pattern has this immobility created?
3) Family type: Does the student consider his family a nuclear family or an extended family? What social forces have shaped the form of family in which he lives?

◆ Objective: As a result of this activity, students will be able to see how groups with different cultural backgrounds and value commitments interact within the community.

Activity: The students may study the ways of life of these three groups, which occupy the same area of the American Southwest:

1) The Navajo: The Navajos are not a village people. They herd sheep and do some farming. In winter they live in hogans; in summer they live in camps near the grazing land. The Navajo have an extended family; the mother is head of the family. The Navajos believe in mysterious spirits, which they call Holy People.
2) The Chicanos: The Chicanos are people of Spanish-American ethnic background. They give great importance to the nuclear family, but they also have respect for the extended family. The father is the head of the family. The Chicanos are generally strong believers in the Catholic religion. In both Navajo and Chicano communities children are taught not to fight. They help in bringing up the smaller children and also help the old people, who are given great respect. The

children are told to be modest. Boasting is not polite. It is bad manners for one person to try to be better than others. It is important that each person act as part of a group.

3) The Mormons: The Mormons are identified by their affiliation with the Mormon church. The church plays an important role in Mormon life; it plays an important role in helping the poor and it plays an important role in financing public works, like irrigation systems. The Mormon church urges Mormons to have large families. The father is the head of the family.

Students should write a short description of their own cultural group. They should compare the beliefs instilled by other cultural groups and the beliefs instilled by their own, noting the differences and the similarities. Students should then discuss the consequences of the existence of several cultural belief systems within a single community. They may also discuss how forces of conformity and nonconformity within the community can create prejudice and conflict.

Psychology Activities. The following classroom activities will help reveal the theoretical structure underlying the psychological dimension of the community.

- Objective: As a result of this activity, students will become aware of how the personality is influenced by the social environment and how changes in the social environment may create stress within the personality.

Activity: Students could discuss (1) problems they might encounter in the classroom and the community if they moved to another community and (2) problems in the classroom and the community that another student might encounter if he or she moved into the students' community from another community. The class should analyze how the personality of the individual is shaped by his or her previous physical and social environment and how physical forces in their own community affect the personality.

Class discussion should freely recognize differences in personality from student to student and students should understand that differences in personality do not necessarily make one person better or worse than another.

- Objective: As a result of this activity, students will be more aware of how elements in their own personalities are influenced by their admiration and imitation of personality qualities they see in others.

Activity: Students should identify their heroes and explain the reasons for their respect and admiration for them. The class could discuss their heroes and summarize with a display listing the personality characteristics of each hero identified by the class. Students might discuss which characteristics they feel are already a part of their own personalities and which characteristics they would like to have in their own personalities. The students may also discuss the probability of becoming such a personality and the acceptability of such a personality in the community.

- Objective: As a result of this activity, students will become aware that certain personalities can adapt more readily than others to new social environments and are more capable than others of making decisions that will help their adjustment to new social environments.

Activity: The class may invite a social [redacted] to discuss families who have come from other communities to settle in their community. The social worker may present case studies of lower-middle-class and low-income working families whose adjustment to their new environment has been (1) successful, (2) unsuccessful, and (3) marginal. The social worker may explain how differences in personality, in social reality awareness, in educational level, and in future awareness affect family decision-making and equip people for failure, subsistence, or success. The class may wish to explore the following questions about each of the case-study families:

1) Did the family have language problems?
2) What was the educational level of the head of the household?
3) What employable skills did the head of the household have?
4) Did the children respond to the family's needs with sympathy or hostility?
5) Was the family careful or careless in money management?
6) Did the family settle in a neighborhood compatible with its ethnic or cultural background?
7) Was the dominant mood of the family toward the new community one of anger, despair, or hope?
8) What was the attitude of the head of the family toward getting ahead?
9) What were the attitudes of members of the family toward pitching in and contributing to the welfare of the family?

- Objective: As a result of this activity, the student will become aware that different personalities may behave differently in the same situation.

Activity: The class should select one or two of the most important issues before the city council or state legislature and then identify two outstanding persons who support the issue(s) and two who oppose the issue(s). The class will draw a personality profile of these four people and discuss how aspects of their personalities determine their positions on the issue(s).

Justice Activities. The following classroom activities will help reveal the theoretcial structure underlying the search for justice as it applies to concrete situations of justice and injustice within the community.

- Objective: As a result of this activity, students will be able to discover hidden injustices within the community that may lead to open conflict.

Activity: Students may prepare a bulletin board of articles and pictures showing injustices caused by discrimination on the basis of sex, age, income level, and ethnic background. These articles and pictures should be used as springboards for discussion of how discrimination is practiced by businesses, civic organizations, courts, the police, and other branches of government.

Four committees representing victims of sex, age, income, and ethnic discrimination should be formed. Each committee will investigate the reasons for discrimination against its members. A fifth committee should be formed to study the legal system and injustices that arise from its discrimination against citizens on the basis of sex, age, income level, and ethnic background. The committees may use the steps of the problem approach outlined previously. They should pay close attention to the fact that discrimination may create serious conflicts between the discriminators and those they discriminate against, for the sense of having been unjustly treated generally gives rise to anger. The sense of injustice may be heightened by the following factors:

1) A group may develop an awareness that it is being excluded from participation in the political system.
2) A group may develop an awareness that disharmony exists between the ideal of the society and the practices of the society.
3) A group may develop an awareness of the authorities' lack of responsiveness to their demands.
4) A group may develop an awareness of economic, social, and legal discrimination that exclude it from "a more perfect Union" and limits its rights to "the pursuit of happiness."

• Objective: As a result of this activity, students should be able to see the relation between the feeling of injustice and conflicts that arise from issues generated by this sense of injustice.

Activity: The class should collect articles and pictures relating to conflicts caused by injustices. The class may arrange the articles and pictures into the following categories:

1) interpersonal conflict
2) intragroup conflict
3) intergroup conflict
4) intercommunity conflict
5) conflict between the community and the nation
6) conflict between the community and the world

The class should be divided into committees which will each select conflicts on different levels and analyze the conflicts by asking the following questions:

1) How does a sense of being unjustly treated create issues over which conflict might arise?
2) What issues started or signaled the conflict?
3) What events or decisions made the conflicts worse?
4) Were any attempts made to compromise? If so, what were the results?
5) How was the conflict expressed?
6) What methods were available to solve the conflict without violence?
7) Were nonviolent methods tried? If so, did they succeed or fail? What were the reasons for their success or failure?
8) If violence occurred, why do you think nonviolent solutions were abandoned?
9) How was the conflict resolved?
10) If violence was involved in settling the dispute, did this lead to new conflict?
11) How do such conflicts affect the quality of life in your community and the options of young people?
12) How does the dominance of justice or injustice in your community affect your attitudes toward the community?
13) On which of the six levels is conflict most likely to occur in your community? What is the reason for this?

14) If conflicts do not exist in your community, how do you account for this fact?

- Objective: As a result of this activity, students will develop an awareness of how the school system fosters justice or injustice.

Activity: The class should form committees to investigate how the school system creates a sense of justice or injustice in the following areas:

1) The grading system: Are grades awarded justly or arbitrarily?
2) Special programs for selected groups, such as the culturally disadvantaged and slow or rapid learners: Do such programs exist in your school? Do these programs translate into reality the principle that each individual must be developed to his or her maximum potential? Do students feel their inclusion in or exclusion from these programs is just or discriminatory?
3) Curriculum: Does the presentation of material in the classroom treat subjects fairly or does the curriculum do injustice to subject areas such as ethnic history? Can the students think of other subject areas that they feel are not being treated with full justice? How would the student change the curriculum to remedy such injustice?

- Objective: As a result of this activity, the students should be able to explain why crime is a problem in communities and to suggest several ways that might help prevent crime.

Activity: Students may survey the types and frequency of crime in their community by collecting newspaper articles on crime and by interviewing members of the community police force or judiciary. When they have informed themselves about the nature of crime in their community, students may discuss the following questions:

1) How does crime threaten the quality of life in our community? (Example: People are afraid to move freely in the streets and may be distrustful of one another.)
2) What are the reasons people commit crimes? (Example: They are angry; they want to feel important; they want to escape from unhappy lives.)
3) What are the most common juvenile crimes? (Example: Automobile thefts and vandalism.)
4) How do people disagree on ways of stopping crime? (Example: Some want to spend more money on police; others want to spend more money to stop the causes of crime.)
5) What programs exist to help young people avoid crime? (Example: Recreational programs and job-training programs.)
6) How can communities work to prevent crime?

• Objective: As a result of this activity, students should be able to prepare a chart listing some of the physical, social, and economic characteristics of communities that have a high crime rate.

Activity: To demonstrate that the causes of crime can be studied analytically, students may discuss some of the factors associated with a high crime rate. The following outline may be used as a guide for discussion:

1) Specialists who study crime have found that areas with high crime rates usually have very old, run-down housing, where people are crowded together in dirty, unpleasant surroundings.
2) Specialists have also found that high crime rates are associated with people who are unemployed because of discrimination or lack of skills. These people do not have sufficient income to support themselves and their families.

3) There are many causes of crime. People with good incomes sometimes commit crimes when their desires exceed their incomes. They might embezzle money or steal property from their employers; they might cheat on their expense accounts. Similar crimes could be committed by businesses as well as by individuals.

Students may wish to discuss how well these theoretical statements accord with the crime statistics they have compiled for their community in the preceding activity.

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Appendix

Outline of the Community Social Profile

The first three sections of the Community Social Profile (CSP) deal with the community's physical environment, its history, and its demography. They serve to place the community in perspective and provide an introduction to its social system. They also identify some of the key components in the economic, political, and cultural systems of the community. The physical environment, for example, may give important insights into the community's economic base and natural resources important for economic growth. The historical survey may give insights into the way in which the political system evolved, possibly identifying specific individuals or situations that left an enduring mark on the political process. The demographic section will usually help to highlight existing or potential trouble spots in the community's cultural system, such as division between the dominant and minority ethnic groups based on wide differences in income, place of residence, or job status. Taken together, these introductory sections of the Profile set the boundaries for the community and give a focus to the CSP. They are followed by the three major sections of the Profile--sections dealing with the economic, political, and cultural systems of the community.

This outline provides a general guide for those preparing a CSP of their own community. The outline presented here can serve only as a general guide, however, since each Profile must be prepared according to the decisions made regarding the uses to be made of the Profile and the peculiar social situations that exist in the particular community.

Purpose and Importance. The section of the CSP describing the physical environment is important because it provides the spatial dimension for the social system. Topography and terrain, as well as weather and climate, all combine to give a community its physical personality, and the physical environment can have an important impact on the social environment as well. It may provide insights into the nature of the economic system, for example, by revealing natural resource availability. It may even provide insights into the community's cultural

system--communities located in an arid, sparsely settled area far from population centers will have a different view of the importance of the physical environment from those communities situated in a verdant, densely settled area. These perceptions will affect not only the relationships of individuals to their environment but to one another. For these reasons, a description of the central elements of the physical environments is crucial.

Data Sources. Direct observation is the most important source of information for this section of the Profile. Maps can be of assistance, as well as reports issued by local, regional, or state government agencies. Local chambers of commerce often have promotional literature describing the environmental resources of the area, and environmental impact statements prepared by private and government sources, when available, usually contain a comprehensive survey of land, water, and wildlife resources in the area.

Typical General Questions.

1) What is the physical nature of the countryside? Does it consist of mountains, rolling hills, wooded areas, river bottom land, or arid areas?
2) What are average monthly temperatures in the area? What is the general climate? What is the annual precipitation?
3) What are the natural barriers that cut the community off from other population and cultural centers and the natural arteries that link them together? Are there mountain ranges, lakes, rivers, and valleys?
4) Are there special natural resources pertaining to the physical environment that make it attractive or unattractive to its residents? Is there a "vacation climate," or wildlife, or outdoor recreational resources, or lakes and rivers that tend to attract visitors?
5) Is the physical environment important to local residents as a resource for work and recreation?
6) What are the local natural and physical resources that have shaped the economic base? Are there mineral, gas, oil, or coal deposits? Are there forests or fisheries nearby?

7) How has the terrain of the locality helped to shape the trading area of local business and industry? How do these compare with the physical access to other population and cultural centers?
8) How has the terrain and climate affected the physical shape of the community and the kinds of architecture in the area? Is the community built along a valley or river or is it spread out? Do buildings tend to be high or low for this reason?
9) Does the physical terrain help explain political boundaries of various kinds in the community, such as city limits, school districts, and county jurisdictions?

The Community's History

Purpose and Importance. Just as the physical environment provides the spatial reference for the CSP, the community's history provides a temporal reference. Many social phenomena are difficult or impossible to understand unless they are viewed in a historical context. The historical portion of the CSP, then, should review in abbreviated form the key historical developments that led to the development of the economic, political, and cultural systems as they are today--systems that will be dealt with extensively in later sections of the CSP.

The historical section of the Profile should relate reasons for original settlement of the community and important aspects of early social life. The early economic base should be discussed, as well as early political power structures and institutions and the foundations of cultural cooperation and conflict. Early settlement patterns should be noted, and the effects of settlement on the physical environment. Historical personalities should be recognized, along with other human and nonhuman change agents that directed the growth of the community.

Data Sources. Historians have written about most large towns and cities, and these histories can be adapted to the needs of the CSP. The histories of smaller towns can often be found in regional studies. Other sources of historical data include local historical societies and museums, newspaper archives, and public records of various kinds. Tape recorded and transcribed interviews with local residents, such as journalists and local amateur historians, can add a special dimension to this section of the CSP.

Typical General Questions.

1) Who were the first settlers in the area? When did they arrive? Where did they come from, and why did they move to this area?
2) What different groups of people with different social, ethnic, or national backgrounds came to the community? Why? What national or regional events influenced the timing of their arrival?
3) What were the principal events that shaped the community's growth: new roads? railroad or canal building? introduction of new machines and technologies? natural disasters? other events?
4) What were the sources of conflict among earlier residents, and how were they resolved?
5) What were the early sources of livelihood in the community? How and why did they change over time? If the community was initially a farming community, what forces led to industrialization?
6) How did the physical location of the town and neighborhoods change over time? Why?
7) How did the community's political system evolve?
8) What dominant values, attitudes, and religious beliefs evolved with the town? Is their influence felt today?
9) Who are the key personalities who have affected the growth of the economic, political, and cultural systems in the community?
10) How did specific state and federal policies or programs affect the growth of the community?

The Community's Demography (Population Summary)

Purpose and Importance. Statistics can be a tedious and, if emphasized too much, a deadly part of a CSP. Some statistics, however, are essential in a presentation of the community's social system. A few important statistics can point out key features of the economics base, suggest

potential cultural problems, or show whether a community is growing or declining. Yet, to be effective, statistics must be presented in an interesting way. For this reason, a Population Quiz can be an effective--and relatively painless--way of presenting essential statistical information. Readers are more inclined to read this section of the Profile if it is personally challenging: asking questions at the beginning of the section, allowing readers to form "guesstimates" of the answers, and then elaborating on the answers, gives readers a vested interest in the statistical information. Statistics presented in this section of the CSP will vary to some extent from community to community, though some items are of general interest. Quiz questions might include, What is the percentage of minority group members in the community's population? and, How does the percentage of people in the community between ages 20 and 35 compare with the rest of the state and with the nation? Other statistics that can be introduced through questions might include in- and out-migration of the population, income and poverty levels, housing characteristics, and the relative importance of different industries for employment in the community. These statistics will serve to introduce the three main sections of the Profile: the Economic, Political, and Cultural Systems.

Data Sources. U.S. Census data provide most of the information needed for this section of the Profile. Detailed statistics are available for large cities in *General Social and Economic Characteristics*, a publication prepared for each state by the Census Bureau. This document also contains some information on smaller communities, but for more complete data, the Census Tapes must be consulted. Census tapes are available for all communities, but are not available in published form. Computer printouts can usually be obtained through university libraries or business research bureaus.

Typical General Questions.

1) What are the statistics of the community pertaining to:

Total population
Population growth over the years
Age composition of the population
Racial composition of the population
National origin of the population
Population density

Incomes of community residents
Employment by occupation
Employment by industry
Levels of poverty and unemployment

2) How do these statistics compare with those of the previous census?
3) How do these statistics differ between members of different racial or ethnic groups? between men and women, where applicable?
4) How do these statistics compare with those for the population of the state? the nation? other cities in the region?
5) What do these statistics reveal about the growth, decline, or stagnation of the community's population over time? What do these statistics indicate about the possible future needs of the community in terms of more or fewer schools, provisions for the elderly, and so forth?

The Economic System

Purpose and Importance. The economic system in any community provides the life support systems that families and individuals must have in order to survive. For this reason, a survey of the economic system is essential to students who wish to know how a community functions and, equally important, what their role in the community may be in the future.

At the heart of the economic system is the economic base, literally the base or foundation upon which the economic system is built. The economic base provides the direction and the limitations for the economy, and the extent and quality of the economic base will largely determine what the economic future will hold for the community's young people.

Economists usually include in the concept of the economic base businesses, industries, and other sources of production and employment in the community. However, a much wider interpretation of this concept is valuable for the CSP.

The economic base, when viewed in a broader perspective, is made up of all the resources at the disposal of the economic system--location resources, or proximity to markets; natural resources; human resources, in the form of an educated work force; financial resources, in the form of lending institutions needed to facilitate economic activity and growth; and social facilities, composed of social necessities such as water and

power supplies, schools, housing, and medical facilities that are needed to support business and the labor force.

In addition to a survey of the community's economic base, the CSP should include additional detailed economic statistics, such as employment statistics by industry and by occupation, statistics on the employment of minority group members in the labor force, and pertinent detailed income statistics. Even more important, however, is a discussion of businesses and industries and the jobs they provide. If students are to make reasoned decisions about their own futures, they should be familiar with employment opportunities open to them and the costs and benefits of holding different jobs. If they are to make reasoned decisions about the future of their community, they should have a basic economic understanding about how the individual firm functions as an economic unit. The Profile can help to serve both needs.

In small communities, it may be possible to list nearly all major employers and review what is produced, how decisions are made by each firm, and the costs and benefits of employment with each firm. In large cities, representative firms should be carefully chosen. In either case, the discussion of the firm should pursue several avenues of inquiry, whether the firm is a family firm, a mining or lumbering operation, a manufacturing plant, a personal services business, or a retail outlet. The survey of the firm should include a discussion of what is produced, how the proprietor determines what to produce (whether it be a decision on what to grow, what to manufacture, what services to provide, or what goods to keep in stock), and the human, physical, and financial resource needed for production. Marketing should be discussed, as well as the factors that might encourage or discourage growth in the firm or industry. An important part of the survey of each firm should be a discussion of the advantages and disadvantages of employment in the firm and industry and future employment opportunities for young people.

Included in the section should also be a discussion of business organizations and labor unions and a discussion of the prospects and desirability of economic growth for the community at large. Finally, the section of the Profile on the economic system should include one or more short essays that detail economic issues of current community concern.

These may involve questions of economic growth, the future availability of resources, or any concern that tends to demonstrate how the community deals with economic conflicts.

In order to use this section of the Profile effectively, it should be divided into subsections with descriptive headings, such as the following:

The Components of the Economic Base
The Availability of Natural Resources
The Agricultural Subsystem
The Industrial Subsystem
Retail and Wholesale Trade
The Service Sector
Employment and Unemployment
Future Economic Trends
Current Issues

The specific subheadings used in any CSP will depend, in part, on the relative emphasis that a particular aspect of the economic system warrants in the particular community.

Data Sources. U.S. Census Bureau reports are available for a wide range of economic activities, including agriculture, manufacturing, services, and wholesale and retail trade. Large universities often have directories of manufacturers and similar documents relating to economic activity, and bureaus of economic and business research may provide a wide range of materials, such as studies on planning for regional or statewide growth. Local chambers of commerce are valuable sources of information dealing wi specifically with the community's economic system. City governments, especially in larger communities, are often the source of specialized reports dealing with topics such as zoning, city planning, urban renewal, and manpower development. Statistics and specialized reports can be valuable sources of data and can give the community researcher an overview of the community's economic system. In order to provide this section of the Profile with a personal orientation, however, interviews must be conducted with people themselves, including farmers and miners, bankers, manufacturing workers, managers, and owners, service industry workers, government workers, teachers, and as wide a range of other people in different occupations and industries as is needed to provide a well-rounded picture of employment and production in the community. Here, as elsewhere in the CSP, selected transcriptions from tape recorded interviews can be used effectively.

Typical Questions. The following general questions about economics might be answered in the CSP:

1) What is the breakdown of total employment of the local economy in the primary sector (agriculture, mining, fishing, etc.)? the secondary sector (manufacturing and processing)? the tertiary sector (services, government employment, retail trade, etc.)?
2) What are the major industries and employers in the area? What do they produce?
3) What is the economic base of the community, in terms of:
    a) Location Resources: Where is the community located with regard to population centers, transportation resources, and other access to markets?
    b) Natural Resources: What natural resources are available, such as farm land, oil, minerals, forests, and fisheries?
    c) Human Resources: What skills and levels of education do the population possess? Is there an adequate work force to meet the needs of local business and industry?
    d) Financial Resources: What are the resources available to local residents to finance new business, new homes, and other major investments? What sources provide consumer credit? Are these sources adequate for present and future needs?
    e) Social Facilities: What social facilities serve local businesses and families, such as schools, hospitals, transportation and communication networks, and public utilities?
4) What are the average earnings of people of different racial or ethnic groups in various jobs in the community?
5) What are the goods and services that the community exports to other communities? What kinds of goods and services must it import? How have these patterns changed over time? What do these patterns indicate about future growth (e.g., if imports exceed exports, the community will decline in purchasing power and population)?

6) How do local industries compare with those in other communities in terms of "value added"? That is, do local businesses and industry contribute substantially in terms of the final value of the finished product when it reaches the marketplace, or is much of the value added in later stages of processing in other communities?

7) How can the community be categorized as far as the type of economic base, using categories such as these:

Farming and ranching community
Small retail trading center
Wholesale trading center
Single industry community
Diversified small industry
Government installation community

8) What are the input-out patterns in the community regarding the production of goods and services distributed either through the market or through nonmarket channels? How important are families and voluntary organizations in this process? (Refer to Figure 3.)

9) What are the vertical and horizontal patterns in the community that relate specifically to economic activity? (Refer to Figure 3.)

The following questions might be asked of farm owners and managers:

1) What is the size of your farm? Did the size of your farm change under your ownership? If so, why?

2) What do you produce? Why do you produce some crops and not others?

3) Where did you learn the skills needed for farming? Where do you go to find answers to questions about day-to-day farm operations? Are there private or government agencies that provide information?

4) What is the average family income of farms in your area? Why does it vary?

5) What kinds of skilled, semi-skilled, and unskilled labor do you employ? Where do they develop skills necessary for their jobs? What is the wage rate of your employees and how is it determined?

6) What are the things you like and dislike most about your work?

7) Was your farm a family business when you took over, or did you acquire it from someone else? Why did you decide to become a farmer?

8) Are your children planning to be farmers. Will they own your farm some day?

9) What kinds of physical resources are needed in your farming operation (land, water, machinery, etc.)? What are current problems in obtaining these resources, such as more land or more water?

10) How have changes in science and technology affected your farm operations in the past?

11) How are prices determined for the things you sell in the market? How much control do you have over the price of goods sold? What is the level of competition in your business?

12) What government programs or regulations affect your operations, such as marketing agreements, price supports, etc.?

13) Where do you sell your farm output and how does it reach its final destination?

14) What is your relationship with local financial institutions, and how do you use them?

15) How do you try to reduce the risks of crop failure--through specialization or diversification?

16) What pressures or temptations do you encounter to sell your farmland to real estate developers?

17) What do you see in the future for your kind of operation in the next ten years? What effect will government decisions now being discussed have on your operation?

18) What do you think is the "secret of success" in your operation and in farming in general?

19) Are there non-money benefits from farming?

20) What advice would you give to young people considering farming as a career?

The following questions might be asked of farm laborers:

1) What led you to the kind of work you are doing now? How and where did you learn the skills necessary for the work you do?

2) What is the possibility of advancement in the work you do?

3) What is the average wage for the kind of work you do? Are there variations? Why?

4) What are the things you like and dislike most about your work?
5) How steady is the work you do? Where do you go to find work or assistance in finding work?
6) What government programs provide assistance to farm workers?
7) What advice would you give to young people interested in becoming farm laborers?
8) Are there non-money benefits from being a farm laborer?

The following questions might be asked of owners and managers of manufacturing and services firms:

1) What is the size of your operation? Has it changed in recent years? Why?
2) Who owns the business? How is its management organized?
3) What do you manufacture or what services do you provide?
4) What are the kinds of jobs available in your business in the categories of management, skilled, semi-skilled, and unskilled labor?
5) How do people obtain jobs at each level--through friends, unions, employment agencies? How important are unions in the operation? How did they develop? How do unions and management work together?
6) What are the opportunities for women and minority group members in the different kinds of jobs in the business?
7) How permanent are the different kinds of jobs?
8) How did you personally become interested in the business as a career?
9) How can young people obtain the skills needed for different jobs in the business?
10) What are the things you like and dislike most about your own job?
11) What are the wage levels for workers with different skills in your business?
12) How do government agencies and controls affect the way you produce and the prices you charge? What is your relationship to financial institutions and how do you use them?

13) What are the different physical inputs and machines you use in the production process? What changes in science and technology have affected the production process in the recent past?

14) Why was it decided to locate the business here? How did markets for inputs and outputs, and transportation networks, affect the decision?

15) Who are your major customers? How do you transport goods to market? Where are the markets in which you buy physical and human inputs in the production process?

16) What is the level of competition in your industry?

The following questions might be asked of workers in manufacturing and services firms:

1) How did you decide on a career in this kind of business?

2) What are the skills you need, and how did you acquire them?

3) What are the possibilities for advancement in your work?

4) What is the average wage rate for the work you do? Are there variations? Why?

5) What are the things you like and dislike most about your job?

6) Where do you go to find work when you are out of a job? How did you first become employed in the kind of work you do now? What government agencies help you find work, or assist you in other ways, when you are unemployed.

7) Are there non-money benefits from your job?

8) What advice would you give to young people interested in doing the kind of work you do?

9) If you could start over, would you do the same kind of work?

Current Issues. This subsection of the CSP should be comprised of a short essay concerning some economic issue of community concern. It might review the ways in which residents view economic growth, the problems of migrant labor, or the impact on the local economy of a firm that is leaving or entering the community. The essay should emphasize how the economic system functions and how people work within the system to achieve economic goals. The essay also should provide a good opportunity to show how elements of the political and cultural systems influence events in the economic system.

The Political System

Purpose and Importance. The CSP's section on the political system provides an opportunity to explore how political demands in the community are met. The political system is composed of formal institutions--such as the executive, legislative, and judicial bodies at the local level--as well as political parties, special interest groups, and informal power structures. These institutions or structures tend to define the scope and extent of the political process. The process, of course, is the essential ingredient that gives life to all these institutions. Thus, the Profile should explain the ways in which political institutions respond to political demands. This will include discussions of the functions and jurisdictions of governmental decision-making bodies and agencies, the selection of political leaders (from the processes of political parties to the election process itself), and local government finance.

This section of the Profile should not neglect to note important political personalities, who serve to affect the direction of the political process and who may serve as the "gatekeepers" for political action. In addition, change agents, whether they be human or nonhuman, should be identified. These may be in the form of pertinent political issues that will affect the future of the community in important ways.

Data Sources. The U.S. Census Bureau's *Census of Governments*, prepared for each state, provides data about state and local government finance and operations. However, the best information about local political systems is obtained directly from state and local sources. Local elected officials may be helpful in providing literature about local government and in answering questions. State and federal government offices located in the community can be helpful, as can regional councils of government. As in other sections of the Profile, local newspaper reporters may be especially valuable as sources of information.

Typical Questions. The following general questions about the community's political system should be dealt with in the CSP.

1) What are the structures, functions, and jurisdictions of the executive, legislative, and judicial branches of local government (city and county)?

2) What services does local government provide? What are the lines of authority?
3) What state and federal government agencies exist in the community? What services do they provide?
4) How is local government financed?
5) How do the budgets of various local government agencies compare in recent years? What are the total current expenditures?
6) How are elected officials nominated for office? How are appointed officials chosen?
7) How do local political parties function?
8) Are there organized special interest groups in the community that influence decision making?
9) Are there specific individuals, who may or may not be elected officials, but who exert a great degree of political influence?
10) What is the nature of the political demands that arise in the community? Is the local government responsive to these demands?
11) What do past voting records show about the level of citizen participation in local elections, based on variables such as age, ethnic group, economic group, and residence patterns? Does this show confidence or lack of confidence in the local government on the part of different groups in the community?
12) What is the relationship of the local government and power structure to state and federal government? Is there cooperation or conflict? Does the local political system feel that it participates in making decisions, or are decisions seen as being arbitrarily imposed from above?
13) How do the values and norms of the community become apparent from the content of city council agendas?
14) What role does the political system play in planning for economic growth? for land use policy? What role do state or federal laws, such as the Environmental Protection Act of 1970, play in aiding or hindering local plans for growth?
15) What social functions does the political system perform in the community? What are the input-out relationships among social units within a political context? (Refer to Figures 2 and 3.)

16) What are the vertical and horizontal patterns that emerge from the political system? (Refer to Figure 4.)

The following questions might be asked of citizens?

1) What political organizations do you belong to?
2) What do you see as the most important political issues in the community today?
3) How are different segments of the community aligned on these issues?
4) What local individuals and organizations exert power or influence on these issues?
5) How do powerful individuals exert influence?
6) Can you name the five or six most politically influential people in the community? Briefly describe their backgrounds, occupations, and how they gained influence?
7) What do you see as the major political goals in the community?
8) Have you ever run for political office? Did you participate in the last election?
9) Did you vote in the last election? Why or why not?
10) If you had $50,000 to spend on local community problems, how would you spend it?
11) How would you rate the attitudes of the community's youth in civic and political activities: interested, indifferent, cynical?
12) What could be done to improve this attitude?

The following questions might be asked of elected or appointed officials:

1) How did you become interested in the office you hold? Have you held other elected or appointed offices?
2) What was the process by which you obtained your office?
3) How do state and federal governments intereact with your office?
4) How is your office funded, and how are expenditures determined?
5) What are the major community problems with which your office deals? What kinds of services does your office provide to citizens?
6) If a young person were interested in obtaining an elected or appointed office, how should he or she begin?
7) How do individuals influence your policy decisions and provide you with information?

8) How did your own background and training prepare you for the office you hold?

The following questions might be asked of leaders of political parties:

1) How many active members does you party have? What functions does the party perform? How are political goals agreed upon within the party?
2) Where does the party obtain financial support?
3) What roles do women and members of minority groups have in the party?
4) How are party candidates chosen for local offices?
5) How can young people become involved in party politics, and what jobs would they be likely to have?
6) How did you personally become involved in politics?
7) What do you see as the future trend for your party at the local and state level?

The following questions might be asked of administrators of local, state, and federal government agencies located in the community:

1) What services does your agency perform?
2) How is your budget determined?
3) How can people take advantage of your services?
4) What are current problems in the community which your agency is trying to solve?
5) If a young person were interested in a job with your agency, what kind of training would he or she need, and what procedures would he or she follow in applying for the job?
6) Has your agency grown or declined in recent years? Why?

The following questions might be asked of attorneys and judges:

1) What is the nature of the court system in the community? What courts have jurisdiction over different legal issues?
2) How can individuals find redress in the courts without recourse to an attorney?
3) What are the most common civil suits you hear or plead? What are the most common criminal cases you hear or plead?

4) Is crime increasing or decreasing in the community? What seem to be the most common characteristics of criminals? What are the major causes of crime in the community?
5) What measures are being taken to reduce crime?
6) What is the incidence of juvenile crime, and what causes it?
7) What careers, at all levels, are open to young people in the legal profession, and what training do they need for different jobs?

Current Issues. As in the economic section of the Profile, the current issue essay for the political system should show how the system operates in practical situations. It might deal with a recent election, or a matter of local controversy, or the interaction of state or federal government agencies with local residents. The essay should show how the economic and cultural systems in the community interact with the political system.

The Cultural System

Purpose and Importance. This section of the Profile emphasizes the values, norms, and beliefs of community residents. It is here that the systemic nature of the community is most obvious. The economic and political systems of the community will have an impact on values and norms of the community, and these in turn will feed back into economic and political activities.

This section of the Profile should discuss family groups and their organization--the differences among families regarding things such as marriage patterns and family size, customs and celebrations, consumption habits, and religious values. The section should continue with a discussion of the role of churches and schools in the community, the importance of civic organizations, and the formal and informal communication networks that exist in the community. Also included should be a discussion of recreational and cultural pursuits and facilities and a discussion of community problems, such as poverty or crime, and how they are being addressed by the community.

Data Sources. Published information pertaining to the community's cultural system is usually not readily available. Lists of churches,

voluntary organizations, and schools may be available, but data about community values may not, especially in smaller communities where opinion research projects have not been undertaken. The most important source of information for this part of the Profile will come from interviews conducted with members of the community.

Typical Questions. The following general questions about the cultural system of the community might be used in putting together the CSP:

1) How do residents feel about their community? What aspects of the community do they especially like or dislike?
2) Is there a special relationship between residents and their physical surroundings?
3) Are there historical reasons for present values toward work, recreation, change, religion, newcomers to the community, and the like?
4) What kinds of family relationships exist in the community? How do these differ among members of minority groups?
5) What is the importance of churches, clubs, and voluntary organizations in the community? What functions do they perform? Are there notable patterns of membership?
6) What roles do the local schools play in the community, aside from a purely educational one? Are the schools encountering special problems?
7) Where does conflict arise in the community? Is there conflict involving minority group members, newcomers, or people of different backgrounds? How is this conflict evidenced by young people and by adults?
8) Are there special problems in the community caused by drug use or alcohol?
9) What are the special problems of the poor in the community?
10) What facilities are available for recreation in the area? What kinds of museums, art galleries, and other culturally oriented facilities exist?
11) What communications networks operate in the community, such as newspapers, radio stations, and television stations? Are there informal communications networks where information is exchanged?

12) Cultural values in the community might be identified through answering such questions as the following:

a) How and for what is money spent? Is the community dominated by consumerism, or is there a high degree of support afforded churches, welfare and health associations, and the like?

b) Is the community work oriented, or is much attention given to recreation and "neighboring"?

c) What kinds of social behaviors are rewarded? What kinds are disapproved of?

d) Is there a sense of loyalty to the community? Is this transmitted to the young people, and does it affect their decisions to leave or remain in the community when they finish school?

e) What are the key issues leading to conflict and controversy in the community? What issues bring the community together in cooperative ventures?

13) What are the specific areas leading to conflict in the community?

a) Is there conflict generated by the market allocation of goods and services, i.e., is there conflict between the rich and the poor?

b) Is there conflict generated by the use of authority to enforce community norms, as with the police force and local youth?

c) Is conflict generated by the desire of some individuals to pursue their own interests when this may abridge the rights of others?

d) Is there conflict arising from the feeling on the part of residents that their lives have been overly "bureaucratized"?

14) What are the notable patterns of performance of social functions, of input-out relationships, and vertical and horizontal linkages that apply to the cultural section of the Profile? (Refer to Figures 2, 3, and 4.)

The following questions might be asked of any or all members of the community.

1) Could you briefly describe how you would identify the community's most accepted values in the following areas? Are these values changing?
    a) Values on work and business ethics
    b) Values on political ethics
    c) The importance of religion
    d) The importance of the family
    e) Attitudes toward community interaction in civil projects, clubs, organizations, recreation, artistic, and cultural events.
2) What are your own values regarding family life and religion?
3) What organizations and clubs do you and members of your family belong to? How did you become interested in these organizations?
4) What do you and your family do for recreation? What are the cultural events in the community which provide art, music, and theater?
5) What problems do young people have when they leave the community for other places?
6) What problems do new families have when they move into your community?
7) Do you think that human relations among different cultural groups in the community have improved or deteriorated in recent years? Why?
8) Does any particular cultural group show a disproportionately high rate of crime, poverty, or unemployment? Why? What measures are being taken to solve their problem?
9) What is the level of discrimination against cultural minority groups in the community in housing, employment, and education?
10) How well do the schools prepare young people for life in this and other communities?

The following questions might be asked of leaders of community voluntary organizations:

1) What is the name of your organization? What functions does it perform to serve members and the community?

2) What kinds of people belong to the organization?

3) Do your members also tend to belong to other organizations?

4) How can young people become involved with the organization?

5) What political influence does the organization have, if any?

The following questions might be asked of religious leaders:

1) What is the religious composition of the community?

2) What are the dominant religious values of the community, and how important is religion in the lives of community members?

3) What services does your church provide?

4) In your role as counselor, what are the most common personal problems you encounter in community residents?

5) What are the cultural conflicts in the community? How are they being resolved?

6) How do community values affect the approach of the community to such issues as crime, poverty, and discrimination?

The following questions might be asked of teachers and school administrators:

1) What are the schools doing to prepare students for lives as adults in this community and in communities to which students migrate?

2) What programs do the schools offer for adults?

3) What kinds of vocational programs are available to students?

4) What are the current issues causing conflict in the schools?

The following questions might be asked of leaders in cultural pursuits:

1) What cultural activities do you help provide?

2) What kinds of people take advantage of these activities?

3) How are these activities funded?

4) How do the local cultural or recreational activities reflect the values and interests of community members?

Suggested Readings

Baumel, C. Phillip, and others. 1964. *The Community Survey: Its Uses in Development and Action Programs*. Ames, IA: Iowa State University of Science and Technology. ED 030 032.

This is a general guide to organizing and conducting reliable and useful community surveys. Organization for the survey is discussed, including the need to identify and contact relevant community groups and their representatives. Questionnaire construction is discussed, emphasizing careful wording, ordering, and structuring of questions. Methods of sampling, distributing and collecting questionnaires, and interpreting and using survey results are also discussed. The appendices include samples of questionnaires and statistical tools that may be used in analyzing the survey.

Brooks, George S. October 1972. The Task Force Approach of Determining Community Needs. *Adult Leadership*, 21(4):114-16, 143-44.

The author identifies five administrative phases and nine steps to be followed in conducting a community survey.

Calvert, Marguerite L. December 1971-January 1972. Have You Heard From Your Business Community Lately? *Balance Sheet*, 53(4):157-59.

The author summarizes the results of a community survey and discusses the contributions such surveys can make to education.

Danzinger, Carl. 1973. Community Research Techniques. Pitman, NJ: Multi-District Institute for Political Education. ED 077 794.

The author describes techniques of sociological research related to community research strategies, including the assembly, organization, and interpretation of facts that help explain human activity. Part I of the booklet examines some basic aspects of research, illustrating procedures for stating and examining a research problem. The scope is narrowed in Part II to the problem of community research, and suggestions are made for a variety of ways in which to gather information for research purposes. Appendices include an outline of questions involved in sociological research and samples of questionnaires and interview techniques.

Decision Making at the Local Level, Grade Eight. Resource Unit (Unit VI). 1967. Minneapolis, MN: Project Social Studies Curriculum Center, Univeristy of Minnesota. ED 092 427.

This resource unit, developed by the University of Minnesota's Project Social Studies as part of a course called *Our Political System*, introduces eighth graders to decision making at the local

level. This unit has pupils use concepts learned earlier to analyze one or more crucial problems in their own community. Students identify and define problems to determine alternative ways of trying to solve them. A list of objectives is followed by an outline of content correlated to objectives, teaching procedures, and materials of instruction.

Johnstone, George R. 1970. Community Concerns Class: A Terminal Report. Pontiac, MI: Oakland County Schools. ED 076 445.

This final report is an assessment of an experimental class designed to determine whether students in grades nine through twelve with diverse backgrounds could do field research on community problems. The course description and outline of the course define goals and methods of meeting these goals. Samples of materials are included in the text, together with evaluations of behavioral achievements, student content comprehension, student class evaluations, and coordinating teacher evaluations. Appendices detail steps in the development of the course and samples of teaching materials, strategies, and evaluation forms.

Jones, W. Ron. 1971. *Finding Community: A Guide to Community Research and Action.* Palo Alto, CA: James E. Freel and Associates. ED 051 034.

This book is an attempt to describe contemporary social problems and offers some starting points for community research and action. As an educational tool, it is based on the belief that a good way to learn about a community is to become involved with it. It is a book with classroom applications to all grade levels. Issues covered include food costs, selling practices and credit abuse, experiencing the welfare system, condition of American housing, the police, the draft, and the environment.

Larmouth, Donald Wilford. December 1972. The Life Around Us: Design for a Community Research Component in English Composition Courses. *College Composition and Communication,* 23(5):383-89.

The author presents a program of investigation into a community for composition courses, differing from most composition courses for which research is conducted in the library.

Levy, Clifford V. 1972. *A Primer for Community Research.* San Francisco, CA: Far West Research, Inc. ED 103 986.

This booklet serves as a step-by-step layperson's guide to conducting a community survey, tabulating the findings of the survey, and presenting a final report. It is written in simple, nontechnical language, and contains samples of various survey forms and procedures to be followed in preparing a survey of limited scope, such as a housing survey.

McKinnerney, Berl Ray. 1974. The Teacher and the Use of Community Resources. Unpublished paper. ED 094 136.

The author proposes that if a program of community study has not been initiated in the school system, the individual teacher should take the initiative in presenting the idea to the administration, and in locating and preparing for use of community resources. Three principal aspects of the discovery and use of community resources are identified: organized community study, planning and conducting field trips, and the identification and use of people as instructional resources. The author gives advice on organizing the use of these resources.

Mohl, Raymond A., and Neil Betten. January 1971. Gary, IN: The Urban Laboratory as a Teaching Tool. *History Teacher*, 4(2):5-17.

This article discusses the methodology and benefits of using a city as an instrument for examining American history and social dynamics.

Thomas, John H., and others. 1973. *Polling and Survey Research.* Analysis and Bibliography Series No. 17. Arlington, VA: National School Public Relations Association; Eugene, OR: University of Oregon, ERIC Clearinghouse on Educational Management. ED 087 083.

This document is intended to benefit individual school districts in their efforts to conduct community surveys. The publication reviews the extensive volume of literature on polling and survey research methods and outlines the main steps to be taken in conducting a survey. Areas covered include the advantages and disadvantages of school surveys, questionnaire construction, data analysis, and the choice of methodology.

Warncke, Ruth. 1974. *Analyzing Your Community: Basis for Building Library Service.* Chicago, IL: Illinois Library Association. ED 105 881.

With an emphasis on developing surveys for library purposes, the article outlines steps in the process of community study. Suggestions are given for recruiting citizen participation, outlining a procedure, organizing and interpreting study results, and making use of the findings. A list of selected references refers users to the more detailed material it would be necessary to consult as the study progresses.